



## Anna Kirchgater Elementary

### Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146032981

**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.

### Stakeholder Engagement

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>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 four 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 2020-2021 school year. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.</p> <p>During Kirchgater Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal meets 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 four strategic goals and our progress toward our goals. The Council provides 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:</p> <ul style="list-style-type: none"> <li>- Kirchgater Leadership Team Meetings on 9/9/19, 10/14/19, 12/9/19, 1/13/20</li> <li>- School Site Council on 9/12/19, 11/14/19, 2/13/20, 5/6/20, 5/13/20</li> <li>- ELAC on 9/12/19, 11/14/19, 1/16/20, 5/8/20</li> <li>- Staff meetings on 12/2/19, 2/3/20, 3/27/20</li> <li>- Back to School Night and Title One Meeting on 8/22/19</li> <li>- Staff Survey in April 2020</li> <li>- EGUSD Parent, Staff and Student Surveys</li> <li>- Continual input sought through ongoing stakeholder and parent communication through: newsletters, parent nights, awards assemblies &amp; school functions</li> </ul>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>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 <u>reduced</u>:</p> <p>Part time AIT Intervention Teacher for Grades 4-6</p> <p>The following budget items were <u>added</u>:</p> <p>Part time Paraprofessionals for assistance with students in Grades 4-6 and with any combination classrooms</p>

## Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
N/A

## Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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<p><b>Site Goal 1.1</b></p> <p>Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD K/1 Benchmarks, CAASPP/SBAC, Fountas &amp; Pinnell Running Record data and I-Ready data and increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.</p> <p>Our goal is to close the achievement gap with the lowest performing subgroups in <b>ELA</b> according to the CAASPP/SBAC 2020 and the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> <li>• Hispanic students will move from 24% meets or exceeds standards to 34% (Orange to Yellow)</li> <li>• African American students will move from 24% meets or exceeds standards to 34% (Red to Orange)</li> <li>• Asian students will move from 43% meets or exceeds standards to 53% (Yellow to Green)</li> <li>• Students with 2 or more races will move from 26% meets or exceeds standards to 36% (no performance color)</li> <li>• EL students will move from 18% meets or exceeds standards to 28% (Orange to Yellow)</li> <li>• Students with Disabilities will move from 16% meets or exceeds standards to 21% (Orange to Yellow)</li> <li>• Socioeconomically Disadvantaged students will move from 31% meets or exceeds standards to 41% (Orange to Yellow)</li> <li>• ELA OVERALL/SCHOOLWIDE = 33.19% (Orange to Yellow)</li> </ul> <p>Our goal is to close the achievement gap with the lowest performing subgroups in <b>MATHEMATICS</b> according to the SBAC 2020 and the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> <li>• Hispanic students will move from 18% meets or exceeds standards to 23% (Orange to Yellow)</li> <li>• African American students will move from 18% meets or exceeds standards to 23% (Red to Orange)</li> <li>• Asian students will move from 37% meets or exceeds standards to 42% (Green to Blue)</li> <li>• Students with 2 or more races will move from 29% meets or exceeds standards to 34% (no performance color)</li> <li>• EL students will move from 20% meets or exceeds standards to 25% (Yellow to Green)</li> <li>• Students with Disabilities will move from 23% meets or exceeds standards to 28% (Red to Orange)</li> <li>• Socioeconomically Disadvantaged students will move from 26% meets or exceeds standards to 30% (Yellow to Green)</li> <li>• MATHEMATICS OVERALL/SCHOOLWIDE = 28.54% (Yellow to Green)</li> </ul>
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**Metric:** CAASPP

### Actions/Services 1.1.1

<b>Principally Targeted Student Group</b>		
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p><b>1. Tier II Interventions:</b> Our <b>Academic Intervention Teacher</b> on contract will utilize Guided Reading strategies for struggling students. The focus for the AIT will be with struggling students in Kindergarten through Grade 3. <b>Paraprofessionals</b> will be utilized to assist</p>	<p><b>Research Base for Guided Reading as an Instructional Approach</b>, Fountas &amp; Pinnell 2010</p> <p>John Hattie, <b>Visible Learning for Teachers: Maximizing Impact on Learning</b></p>	<p><b>1.</b> Intervention instruction will focus on assistance to underperforming students focusing on the use of Guided Reading - extra sessions above and beyond which the classroom teachers provide. Student's Fountas &amp; Pinnell Benchmark Assessments along with the EGUSD K-1 BPST Assessments</p>

struggling students in Grades 4-6 as well as in any combination classrooms.  
**Newcomers and English Learners (K-6) Part-time Academic Intervention Teacher(s)** will be utilized to assist our struggling English Learners by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. Also provide after school supplemental instruction for EL Newcomers by our fully credentialed teachers.

**2. Tier I Instruction:** Students in Grades K-6 will be taught by their classroom teachers at their instructional levels using **Guided Reading daily.**

**3.** Students in grades K-6 will access **I-Ready online instruction** for 30 to 45 minutes a week in Reading and 30 to 45 minutes a week in Mathematics in order to complete lessons which have been differentiated to meet their individual needs.

- **Small Group Learning** Effect Size 0.49
- **Reading Phonic Instruction** Effect Size 0.60
- **Reading Comprehension Programs** Effect Size 0.58

will be used to monitor student progress. For our EL Intervention, students will take a pre and post assessment on the EL online platform, "Imagine Learning."

**2.** Monitoring student and class progress through the use of I-Ready Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment.

**3.** Teachers will be monitoring student use of I-Ready for 30 to 45 minutes a week as well as the percentage of lesson passed.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$21070	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$30000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$10738	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$165000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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?
<p><b>1. APC Coordinator</b> will coordinate the ASES GATOR XL Program along with helping to reinforce and carry out our school priorities.</p> <p><b>2.</b> The paraprofessionals in the ASES GATOR XL Program will receive professional development on Small Group Instruction and the use of leveled readers.</p> <p><b>3.</b> Purchase teacher resource books to further professional development and support instruction with leveled readers, small/medium white boards, erasers, markers, leveled readers and other similar supplies in order to teach reading to students at their instructional level.</p>	<p>John Hattie, <b>Visible Learning for Teachers: Maximizing Impact on Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group</b> Learning Effect Size 0.49</li> <li>• <b>Reading Phonics Instruction</b> Effect Size 0.60</li> <li>• <b>Reading Comprehension</b> Programs Effect Size 0.58</li> </ul>	<p><b>1.</b> APC informal and formal evaluation and feedback</p> <p><b>2.</b> Monitoring Running Records for students in the After School Program to determine average increase in levels over the course of the school year.</p> <p><b>3.</b> Conducting a teacher survey on their self-efficacy, collecting baseline self-efficacy data at the beginning of the school year and a post-survey at the end of the school year.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$46309	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.3**

**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?
<p><b>1. Grade Level Data Analysis</b> Provide teacher release time for teachers to analyze data and collaborate around research-based best practice (such as Guided Reading and Running Records) that leads to high quality initial instruction</p> <p><b>2. Professional Development: I-Ready</b> Provide more in depth professional development for all teachers on how to further utilize the I-Ready integrated blended learning program for ELA and MATH 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.</p> <p><b>3. Professional Development: AVID</b> Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer 2021 Institute and through monthly professional development opportunities.</p>	<p>John Hattie, <b>Visible Learning for Teachers: Maximizing Impact on Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher Clarity</b> Effect Size 0.75</li> <li>• <b>Professional Development</b> Effect Size 0.62</li> <li>• <b>Collective Teacher Efficacy</b> Effect Size 1.57</li> </ul> <p><b>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</b>, Voelkel R. (2011).</p> <p><b>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</b>, Fisher, Frey, Hattie 2016.</p>	<p><b>1.</b> Improved student achievement according to our School Site Running Records</p> <p><b>2 &amp; 3.</b> Surveys from professional development sessions</p> <p><b>2 &amp; 3.</b> AVID, I-Ready and Guided Reading Best Practices/Success Indicators will be developed through the collaboration of coaches, teachers and administration.</p> <p><b>3.</b> We will have approximately 30 staff members trained in AVID during the Summer of 2020, thus allowing us to quickly move to school-wide implementation of AVID during the 2020-2021 school year.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$53663	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>1.</b> GATE students will taught by time-sheeted teachers to teach <b>GATE enrichment classes after school.</b></p> <p><b>2.</b> Materials or supplies will be purchased to support the GATE After School Program.</p>	<p>John Hattie, <b>Visible Learning for Teachers: Maximizing Impact on Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Quality</b> Effect Size 1.0</li> <li>• <b>Small Group Learning</b> Effect Size 0.49</li> <li>• <b>Creativity Programs</b> Effect Size of 0.65</li> </ul>	<p><b>1.</b> Increase in number of students participating in GATE. For the 2019-2020 school year we had 45 students qualify under the District's GATE criteria.</p> <p><b>2.</b> SBAC scores of these students will be at the "Standard Exceeded" or "Standards Met" level in both Mathematics &amp; English/Language Arts. Students will perform at the "Met" or "Exceeded" level on the I-Ready program in both Mathematics &amp; ELA.</p>

Funding Source	Amount	Description of Use		

**Actions/Services 1.1.5**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Students in grades 1-6 will access <b>I-Ready online instruction</b> for 30-45 minutes a week in Mathematics in order to complete lessons which have been differentiated to meet their individual needs.</p>	<p><b>Educational Research Institute of America</b> found that i-Ready Diagnostic scores predicted actual scores on New York State Math and English Language Arts assessments within one grade level with at least 95% accuracy.</p>	<p>1. Monitoring student and class progress through the use of I-Ready Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment.</p>

Funding Source	Amount	Description of Use		

**Actions/Services 1.1.6**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Maintain <b>Library Technician</b> hours from 2018-2019 levels.</p> <p>2. Increase the use of the <b>"We Both Read"</b> Early Literacy Program.</p> <p>3. Purchase high interest library books.</p>	<p>John Hattie, <b>Visible Learning for Teachers: Maximizing Impact on Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Exposure to Reading</b>, Effect Size 0.42</li> </ul> <p><b>Research supports that school libraries are most appropriate for reading and reinforcing the reading process</b> (Roscello, 2003-2004).</p> <p><b>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation</b> (Roscello, 2003-2004).</p> <p><b>A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement</b>, (D. Kachel, 2013).</p>	<p>1. The number of books students checked out of the library will increase from last year. We had 26,367 books checked out of the library during the 2019-2020 school year (as of March 9, 2020). The number of Accelerated Reader Quizzes taken was 24,306 as of March 9, 2020 and the percentage passed was 72.3%. Our goal will be to increase by at least 3%.</p> <p>2. The Library Technician will be working with parents, families and teachers in order to fully implement the <b>"We Both Read"</b> program. Data will be collected and analyzed on all students who check out the <b>"We Both Read"</b> books in comparison to the increase in their reading level based on Running Records. This will be our baseline year for this data.</p> <p>3. Students' interest in reading will increase by increasing the number of high interest book in our school library.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$17328	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

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

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

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**Site Goal 2.1**

Capacity-build grade level PLCs to utilize a "Looking at Student Work" protocol for analysis of the Standards Mastery portions of i-Ready as well as Fountas & Pinnell Running Records and EGUSD K-1 Benchmark Assessment Data to progress monitor students and determine "Next Steps" instructional planning. Utilize the Instructional Leadership Team members to help lead the work for their respective teams.

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>1. Data Analysis</b> Teachers will meet each week during their Early Out Thursday Collaboration time to discuss their students' progress utilizing i-Ready Math and ELA Data, Fountas &amp; Pinnell Running Record Data, K-1 District Benchmark Assessment Data and other grade level data.</p>	<p>Voelkel, R. (2011). <b><u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></b></p> <p>John Hattie, <b><u>Visible Learning for Teachers: Maximizing Impact on Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Collective Efficacy</b> Effect Size 1.57</li> </ul>	<p><b>1.</b> A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning (to determine our baseline) and end of the school year in order help determine if teacher efficacy is increasing.</p>

Funding Source	Amount	Description of Use

**Site Goal 2.2**

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. Increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.

Our redesignation rate for our English Language Learners has been the following: 11% for 2016-2017; 14% for 2017-2018; 21% for 2018-2019. Our goal for 2020-2021 will be 13% or more.

Our overall ELPAC scores will be maintained at a **HIGH** Level. During the 2018-2019 school year, **56.2%** of our EL students were making progress towards English language proficiency which equated to a HIGH rate of performance as determined by the California State Department of Education's Dashboard. We aim to increase this to **60%, maintaining the HIGH Level of performance.**

**Metric:** Assessment System

**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?
<p><b>1.</b> Our ELPAC &amp; EL Coordinator is an administrator at our school site who will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. We will use funds to purchase supplies and light refreshments for ELAC meetings. The assessments will be conducted by certificated staff members.</p> <p><b>2.</b> EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and redesignating of students.</p>	<p><b>English Language Proficiency Assessments for California</b>, CDE website</p>	<p><b>1.</b> Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become redesignated.</p> <p><b>2.</b> The goal is for ELAC meetings to have 10% more attendees than the previous year.</p> <p><b>3.</b> We will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 60% or more of our EL students making progress towards English proficiency.</p>

3. Our EL students who are struggling academically will be identified by the analysis of all data collected on each student (Fountas & Pinnell Benchmark Assessment, EGUSD K-1 Benchmark Assessment, ELPAC Assessment, SBAC Assessment). Additional assistance to the students will be provided by our school Bilingual Assistants as well as by our AIT and/or paraprofessionals.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 2.3**

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."

Baseline data for the percentage of I-Ready lesson passed was 64% for the 2019-2020 school year. We would like to increase this to 70% during the 2020-2021 school year.

**Metric:** Assessment System

**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?
<p><b>1. Accelerated Reader</b> Purchase supplementary resources to provide additional reading support that is accessible at home and in the school.</p> <p><b>2. Students will use I-Ready</b> for a minimum of 30 minutes per week for English/Language Arts instruction and 30 minutes per week for mathematics instruction.</p> <p><b>3. Online Guided Readers</b> - Students and teachers will have access to online Guided Readers in order for teachers to conduct Guided Reading lessons during Distance Learning.</p> <p><b>4. Distance Learning Technology-</b> Purchase technology items such as headsets with microphones, document cameras, printers, desk top speakers, standing desks, online memberships such as Premium Kahoot, Brainpop, etc.</p>	<p>Research supports building student reading fluency and comprehension using <u>high interest, interactive programs which provide feedback and adjust to student performance levels.</u></p>	<p><b>1.</b> The Accelerated Reader Data will show an increased usage of the Accelerated Reader Program and an average pass rate of the quizzes of at least 70%.</p> <p><b>2.</b> The average percentage of I-Ready lessons passed will increase by 6%.</p> <p><b>3.</b> Student learning will improve due to the use of individualized instruction.</p> <p><b>4.</b> Student learning and interaction will increase with additional technology resources.</p>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$12103	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>



**Actions/Services 2.3.2**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>School-wide</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>1. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, equipment, instructional books, and supplemental instructional materials.</p>	<p>Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.</p>	<p>1. Work orders, supply inventory records, site equipment matrix.</p>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$30000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>Cohort Graduation</li> <li>Expulsion</li> <li>HS Dropout</li> <li>MS Dropout</li> <li>Other (Site-based/local assessment)</li> <li>School Climate</li> <li>Social Emotional Learning</li> <li>Suspension</li> </ul>
<p>Jump To: <a href="#">District Goal 1</a>   <a href="#">District Goal 2</a>   <a href="#">District Goal 3</a>   <a href="#">District Goal 4</a>   <a href="#">Justification</a>   <a href="#">Certification</a></p>	

<p><b>Site Goal 3.1</b></p> <p>Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution grades 1-6 by utilizing ASSIST during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports. In addition, we will increase the positive culture and climate at Kirchgater by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior.</p> <p>Our goal is to close the gap between subgroups in regards to the number of <b>SUSPENSIONS</b> according to the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> <li>Hispanic students will move from Green to <b>Blue</b></li> <li><u>African American students will move from Yellow to Green</u></li> <li>Asian students will remain Blue to <b>Blue</b></li> <li>Students with 2 or more races will move from Green to <b>Blue</b></li> <li>EL students will move from Green to <b>Blue</b></li> <li>Students with Disabilities will move from Green to <b>Blue</b></li> <li>Socioeconomically Disadvantaged students will move from Green to <b>Blue</b></li> <li><b>SUSPENSIONS OVERALL/SCHOOLWIDE</b> = 7.6% in 2017; 3.8% in 2018; 2.1% in 2019; <b>Goal for 2020 will be 1.4%</b> (Green to <b>Blue</b>)</li> </ul> <p>Our goal is to close the gap between subgroups in regards to the number of <b>CHRONICALLY ABSENT STUDENTS</b> according to the California's Accountability Dashboard:</p> <ul style="list-style-type: none"> <li>Hispanic students will move from Yellow to <b>Green</b></li> <li><u>African American students will move from Orange to Yellow</u></li> <li><u>Two or More Races will move from Red to Orange</u></li> <li>Asian students will move from Orange to <b>Green</b></li> <li>EL students will move from Green to <b>Blue</b></li> <li><u>Students with Disabilities will move from Red to Orange</u></li> <li>Socioeconomically Disadvantaged students will move Yellow to <b>Green</b></li> <li><b>CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE</b> = 15.5% in 2018; Dropped to 14% in 2019; Goal for 2020 is 10% (Yellow to <b>Green</b>)</li> </ul>
<p><b>Metric:</b> Suspension</p>

**Actions/Services 3.1.1**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> <li>Black or African American</li> <li>Foster Youth</li> <li>Hispanic or Latino</li> <li>School-wide</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p><b>1. Decrease the suspension rate by having a Restorative Practice Coach</b> work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.</p>	<p><b>Decreasing Disruptive Behavior</b> Effect Size 0.53  <b>Self-Concept</b> Effect Size 0.46  <b>Motivation</b> Effect Size 0.48  <b>Reducing Anxiety</b> Effect Size 0.48</p> <p>Lewis, T. J., Colvin, G., Sugai, G. (2000). <b>The effects of pre-correction and active supervision on the recess behavior of elementary school students.</b> Education and Treatment of Children.</p> <p>Murphy, H. A., Hutchinson, J. M., &amp; Bailey, J. S. (1983). <b>Behavioral school psychology goes outdoors: The effect of organized games on playground aggression.</b> Journal of Applied Behavior Analysis.</p>	<p><b>1. Monitoring the suspension rate</b> monthly with the staff; monitoring student progress through the use of data from the Restorative Practice Coach at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the gap in our suspension data.</p>		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$11000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> <li>Black or African American</li> <li>Foster Youth</li> <li>Hispanic or Latino</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p><b>1. ASSIST Character Development Coaches</b> will be secured to ensure our students uphold to our school-wide expectations (Be Kind, Be Safe, Be Responsible, Be Respectful). We aim to increase our positive school culture and climate on campus and increase our students' social emotional learning by utilizing the ASSIST Program during morning and lunch recesses and after school on early out Thursdays. The ASSIST Coaches will teach and reinforce our school wide <i>PBIS Guidelines for Success</i> and character values.</p>	<p><b>Decreasing Disruptive Behavior</b> Effect Size 0.53  <b>Self-Concept</b> Effect Size 0.46  <b>Motivation</b> Effect Size 0.48  <b>Reducing Anxiety</b> Effect Size 0.48</p> <p><b>Are We Losing Play Without Purpose?</b> Sarah Sparks, 2017</p> <p><b>Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression,</b> Murphy, H.A., 1983.</p>	<p><b>1. Monitoring the suspension rate</b> monthly with the staff; monitoring student progress through the use of decreased behavior referrals at bi-weekly PBIS Tier II Meetings.</p>		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$0	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.3**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p><b>1. Positive Reward Systems</b>            Support the PBIS Program by providing positive signage, purchase benches with positive messages, and hold Student of the</p>	<p><b>Altering School Climate Through School wide Positive Behavioral Intervention and Support,</b> Bradshaw C., 2009</p>	<p><b>1. Decrease in our suspension rate</b> (to be under 1.4%) and an increase in a positive school culture as indicated on our student surveys.</p>		

<p>Month Assemblies in our daily morning assemblies.</p> <p>2. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school.</p>	<p><b>Classroom Management</b> Effect Size 0.56  <b>Classroom Cohesion</b> Effect Size 0.53  <b>Teacher-Student Relationships</b> Effect Size 0.52</p>	<p>2. Our <u>Tier I</u> Fidelity Score was 93% for 2018-2019. We aim to increase this to be above 95% for 2019-2020 and 2020-2021.</p> <p>2. Our <u>Tier II</u> Fidelity Score for 2018-2019 was 81%. We aim to increase this to 90% for 2019-2020 and 2020-2021.</p>
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Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$0	Materials/Supplies/Equipment	Edit	Delete
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	\$6000	Materials/Supplies/Equipment	Edit	Delete

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- Black or African American • Foster Youth • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Personal phone calls home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process.</p> <p>2. Hold monthly PBIS/Intervention team meetings.</p> <p>3. Purchase leveled books for students who meet our good attendance criteria.</p>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight  <a href="https://www.edweek.org/media/chronicabsence-15chang.pdf">https://www.edweek.org/media/chronicabsence-15chang.pdf</a></p>	<p>1. Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the African American, white, and foster youth students.</p> <p>2. Review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee.</p> <p>3. Student reading levels will increase due to access to additional leveled reading materials at home.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5932	Materials/Supplies/Equipment	Edit	Delete

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- 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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

**Site Goal 4.1**

Increase the productivity and frequency of home/school partnerships and to increase student attendance/decrease chronic absenteeism.

- Our goal is to close the gap between subgroups in regards to the number of **CHRONICALLY ABSENT STUDENTS** according to the California's Accountability Dashboard:
- Hispanic students will move from Yellow to **Green**
- African American students will move from Orange to **Yellow**
- Two or More Races will move from Red to **Orange**
- Asian students will move from Orange to **Green**
- EL students will move from Green to **Blue**
- Students with Disabilities will move from Red to **Orange**
- Socioeconomically Disadvantaged students will move Yellow to **Green**
- **CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE** = 15.5% in 2018; Dropped to 14% in 2019; Goal for 2020 is 10% (Yellow to **Green**)

**Metric:** Chronic Absentee Rate

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><b>1.</b> The Library Technician will support community involvement through school and community activities such as Principal Meet &amp; Greet, <b>We Both Read</b> Literacy Program, Kindergarten Orientation, Early Literacy Workshops for Parents and other activities which help connect the school and the community.</p>	<p><b>Parent Involvement and Student Achievement: A Meta-Analysis</b>, William Jaynes, 2005</p> <p><b>Parental involvement in Learning</b> Effect Size of 0.51</p>	<p><b>1.</b> Data will be collected and analyzed on all students who check out the "<b>We Both Read</b>" books in comparison to the increase in their reading level based on Fountas &amp; Pinnell Running Records. This will be our baseline year for this data.</p>

Funding Source	Amount	Description of Use

**Site Goal 4.2**

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, parent conferences, Parent University nights, Student Study Team, Accelerated Reader, and school-wide community events such as Open House, Carnival, Band Concerts, Choir Performances, Talent Show, Glow Dance, and our School Harvest Festival.

- Increase the translation of flyers into home language
- Make personal calls to targeted populations to invite to events

**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?
<p><b>1.</b> Increase school-wide Family and Community Engagement programs such as</p> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences</li> <li>• Back to School Night</li> <li>• Open House</li> <li>• Ensure home/school communications/flyers are translated</li> <li>• Make phone calls to personally invite families to events</li> </ul>	<p>John Hattie's <b>Visible Learning for Teachers</b> identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> <li>• Parental Involvement 0.51</li> </ul> <p>Back to school: How parent involvement affects student achievement</p> <ul style="list-style-type: none"> <li>• <a href="http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html">http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html</a></li> </ul>	<p><b>1.</b> Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. Increased usage of our school website and Facebook posts.</p> <p><b>2.</b> Increased daily usage of teacher-student-parent communication through</p>

<ul style="list-style-type: none"> <li>Establish &amp; communicate current events in print, website, social media</li> <li>Utilize FACE personnel to host a Family Writing Night.</li> <li>Utilize <b>Sierra Nevada Journeys</b> for a Family Science Night.</li> </ul> <p><b>2.</b> Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p> <p><b>3.</b> Hold Parent Universities in the area of Science and Reading.</p>	<p>Research Spotlight on Parental Involvement in Education  <a href="http://www.nea.org/tools/17360.html">http://www.nea.org/tools/17360.html</a></p>	<p>the use of student planners.</p> <p><b>3.</b> Increased parent participation in our parent education opportunities.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7784	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2632	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

### Justification of School-Wide Use of Funds

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



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$25,804	\$25,804	\$25,804	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$37,088	\$37,088	\$37,088	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$22,932	\$22,932	\$0	\$0	\$22,932	\$0	\$0
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$21,138	\$21,138	\$10,738	\$10,400	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$436,389	\$436,389	\$363,370	\$62,103	\$0	\$10,916	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$544,351	\$544,351	\$437,000	\$72,503	\$23,932	\$10,916	

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	\$436,389
Subtotal of state or local funds included for this school	\$107,962

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

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Cheri Sanchez** \_\_\_\_\_

School Site Council Chairperson **Odie Douglas** \_\_\_\_\_

EL Advisory Chairperson **Sebghat Mehrabi** \_\_\_\_\_