Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2025-2026

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

Goal Setting (lcapid: 735) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage family and community partners.

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 2025-2026 school year. Our PBIS Team Tier II 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:

- **Grade Level & AVID Leadership Team Meetings** on September 9, 2024; October 7, 2024; December 2, 2024; January 27, 2025; February 24, 2025; April 7, 2025; May 12, 2025.
- **School Site Council Meetings** on September 26, 2024; October 24, 2024; December 5, 2024; January 16, 2025; February 6, 2025; April 17, 2025; May 15, 2025.
- **ELAC Meetings** on October 17, 2024; December 5, 2024; February 27, 2025; April 24, 2025; May 22, 2025.
- **Staff Meetings** on August 26, 2024; September 16, 2024; October 21, 2024; November 4, 2024; January 6, 2025; February 3, 2025; April 14, 2025; May 19, 2025.
- **Back to School Night and Title One Meeting** on August 22, 2024.
- Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies, school functions, and surveys.

2. Impact of LCAP and Annual Update

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

We conducted a thorough **Comprehensive Needs Assessment** during the 2024-2025 school year. This process fostered ongoing stakeholder engagement, ensuring meaningful input was effectively integrated into our LCAP.

We have added the following strategies:

- Schedule FTAT Nights at all grade levels to improve our parent education opportunities and collaboration.
- Through the Continuous Improvement Process we have identified an instructional area of need - Writing. We have set aside funds to enhance our work to align common writing practices.

We have kept the following strategies:

- A full time AIT to provide targeted supports for K-2 students in ELA
- Focus on Tier 1 interventions
- Work on increasing positive culture and climate through recess opportunities
- Improve home/school communication
- 95% or higher assessment rate on all required assessments
- Provide release time to teachers for collaboration
- Provide supplemental materials and subscriptions

We have discontinued the following strategies:

- Paying for transportation costs for field trips

Resource Inequities (ATSI, TSI and CSI designated schools only)

Anna Kirchgater Elementary School is not a school affiliated with ATSI, TSI or CSI.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	**Students need high quality classroom instruction and curriculum as measured by:**
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	**A-G Completion - Percent of Graduates Completing A-G Requirements** **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam** **CAASPP (ELA, Math, Science) - Distance from Standard** **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded** **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence** **Progress toward English Proficiency - Percent Increasing ELPI Level** **Reclassified - Percent of English Learners Reclassified** **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8922) (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

Action 1.1.1   (SiteGoalID: 8922) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
	• Describe your step by step plan for progress monitoring your action plan. What	• Throughout the year, report the results of the formative data as you collect it.

Action Plan	Progress Monitoring	Evaluation
Illuminate Assessments: Classroom 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. Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. **ELPAC Assessments:** Under the direction of the Vice Principal, **Initial ELPAC** Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal, time-sheeted teachers will administer the **Summative ELPAC** to EL students from February 1 to May 2026. **CAASPP Assessments:** Under the direction of the Vice Principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.* **Certificated Timesheets:** $20,513 - EL Supplemental (ELPAC Assess.)	The Principal will pull **Illuminate** reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc The Vice Principal will run reports monthly to ensure all students in need of the **Initial** and **Summative ELPAC** Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff. The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the **CAASPP** or CAA. This information will be shared with staff. https://www.caaspp-elpac.org/resources/administration/toms-resources	**Illuminate Assessments:** *Diagnostic:* ___**%** of our students have taken all of the Illuminate Benchmark Assessments. *End of Trimester One:* ___**%** of our students have taken all of the Illuminate Trimester One Assessments. *End of Trimester Two:* ___**%** of our students have taken all of the Illuminate Trimester Two Assessments. **ELPAC Assessments:** *Initial*: ___% of our student have taken the Initial ELPAC Assessments. *Summative*: ___% of our student have taken the Summative ELPAC Assessments. **CAASPP Assessments:** ___% of our Grade 3-6 students have taken the CAASPP or CAA Assessments in May/June 2026. **Modifications Needed:**

Site Goal 1.2   (SiteGoalID: 8642) (DTS: 02/13/25)

ELA
Overall English Language Arts (ELA) CAASPP scores will increase from 37% to 42% of our students meeting or exceeding state standards.
Very Low Category (red): No student groups.
Low Category (orange):

- African American students will increase from 20% met or exceeded standards to 25%
- English Learners students will increase from 27% met or exceeded standards to 32%
- Students with Disabilities will increase from 14% met or exceeded standards to 19%
- Asian Students will increase from 41% met or exceeded standards to 46%

These subgroups will be targeted for academic intervention and tutoring services.

Writing
Students will move from 34.8% scoring a 0/10 or a 1/10 on the CAASPP to less than 10% earning a zero or a one.

MATH
Overall MATH CAASPP scores will increase from 33% to 38% of our students meeting or exceeding standards.
Very Low Category (red): African American students will increase from 18% met or exceeded standards to 23%.
Low Category (orange): Students with Disabilities will increase from 13% met or exceeded standards to 18%.

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

Action 1.2.1   (SiteGoalID: 8642) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

K-2 Academic Intervention:
AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA.

After School Tutoring:
We will offer tutoring to students who are failing to meet grade level standards.

Writing Collaboration:
Teachers will calibrate student writing using anchor papers and common rubrics to increase student achievement in writing, as measured by the CAASPP.

The Continuous Improvement Writing Team will meet periodically throughout the year to guide and progress monitor the work.

Illuminate Assessments:
Provide PLC and release time for teachers to collect and analyze data to improve student outcomes in ELA.

Professional Development:
Provide professional development to improve first instruction in ELA. Continue school-wide implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and the AVID Summer Institute as well as with PD provided by our Instructional Coaches.

Supplementary Resources:
Purchase supplementary resources to provide additional, targeted instructional support.

Library:
Our Library Technician will provide additional services to our students such as administering the **Accelerated Reader** program, reading to

K-2 Academic Intervention:
AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards.

Writing Collaboration:
As set by the Principal, four staff meetings will scheduled throughout the school year to focus on the analysis and collaboration of writing prompts at each grade level as well as across all grade levels as indicated on the staff meeting schedule and agendas.

Illuminate Assessments:
Teachers will analyze assessment data during PLC and release time and provide the data to the administrative team.
https://egusd.illuminateed.com/live/?page=Main_NotDashboardPage

Writing Collaboration:
The Continuous Improvement Writing Team will analyze data based on common writing benchmarks at least two times per year. Results will be shared with staff during PLC's. Teachers will share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and at Parent-Teacher Conferences twice a year.
https://docs.google.com/spreadsheets/d/1tcsezvGsVjvFI0x9ePm6ism0NHjO0rmf/edit?gid=435366029#gid=435366029

Supplementary Resources:
Classroom teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at a Grade Level Leadership Meeting each trimester. The information will also be shared with the SSC.

The Principal will analyze the usage and positive affect on student achievement for each supplementary resource at the end of each trimester. This data will be

K-2 Academic Intervention:
Data collected from the benchmark assessments showed that ____% of students working with an AIT improved by 10% or more.

Writing Collaboration Evidence:
Students' writing will improve as determined by a significant decrease in the number of 0's and 1's according to our **WER Report**. Spring 2024 reports 34.8% of our students scored a 0 or a 1. An analysis of Spring 2025 data reveals a ____% outcome.

Illuminate Assessments:
Students will improve in the following ways -
Fluency, _____% of 2nd - 6th grade students will score proficient for automaticity (words correct per minute) with a 95% or higher accuracy score.

For **letter sounds**, _____% of kindergarten students will score proficient at each of the three trimester benchmark assessments.

For **decoding**, _____% of kindergarten students will score proficient at each of the three trimester benchmark assessments.

For **dictation**, _____% of kindergarten students will score proficient for each of the three trimester benchmark assessments.

For **phonics**, _____% of first grade students will score proficient for each of the three trimester benchmark assessments.

Supplementary Resources:
Accelerated Reader: The number of Accelerated Reader Quizzes taken was _____ as of March 11, 2026 and the percentage passed

students, distributing "***We Both Read***" books to parents and students, and increasing the usage of the library. Purchase additional library books that increase student engagement. *Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carryout this goal.* **Certificated Salary:** $171,299 Title 1 (AIT) **Certificated Timesheets:** $10,000　Title 1 (Writing Collaboration) $10,123　Title 1 (Tutoring) **Contracts:** $4,000　Title 1 (AVID PD) $24,929　Supplemental Con (AR, SCOPE, etc) **Classified Salary:** $22,919　Title 1 (Library Technician) **Materials, Supplies, Equipment:** $5,000　Title 1 (Library books) $25,000　Title 1 (materials, supplies, equip)	shared with the staff and with the SSC. **Library:** The number of books students have checked out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with the staff as well as with the SSC yearly.	was ___%. **Library:** The number of books checked out of the library will increase by 5% (as of March 2025 = 22,525). **Modifications Needed:**

Site Goal 1.3　(SiteGoalID: 9030) (DTS: 03/21/25)

Teachers will increase their effective use of communicating **success criteria** from 68.9% to 80% by the end of the year as measured by the Overall Teaching and Learning Program Implementation Continuum (PIC) and FONT data.

Metric: Success Criteria

Action 1.3.1　(SiteGoalID: 9030) (DTS: 03/21/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Classroom Observations: Teachers will be able to participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. **PLC Collaboration:** Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons. **Professional Development:** Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework. **Data Analysis Days:** Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction. *Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to*	Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. PIC Overall Success Criteria Data: https://elkgrovepic.net/PiC/pic.php?schnum=298 FONT Data: https://elkgrovepic.net/FONT/home.php Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes. FONT Data: https://elkgrovepic.net/FONT/home.php	FONT data showed a ___% increase in the use of **success criteria**. Administrators completed ___ **classroom walkthroughs** in the 1st and 2nd trimester, covering ___% of teachers, recorded them in the FONT system, and sent emails with SITS feedback for each observation.

carry out this goal.

Certificated Timesheets:
$25,000 Supplemental Con. (Collaboration)

Site Goal 1.4   (SiteGoalID: 9041) (DTS: 03/27/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 46.6% to 51.6% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 5%.
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 5%.
- 5% of our 30.7% English Learners currently maintaining a level 1-3 on the Summative ELPAC will increase by one level.
- 19.9% of our English Learners not progressing on the Summative Alternate ELPAC will decrease by 5%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1   (SiteGoalID: 9041) (DTS: 03/27/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
EL Intervention: Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's & 2's as well as our Long-Term EL	**EL Intervention:** The EL Coordinator will collect site based assessment data every 4 weeks to evaluate student progress and will use this data to	**EL Intervention:** ___ English Learners increased their fluency accuracy by an average of ___ **%** and by an average of ___ **WCPM** (Words

students) by providing EL students with additional opportunities to develop fluency in English (speaking, reading and writing) through supplemental small group instruction.

MLE Coordination:
MLE coordination will be managed by the Vice Principal and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.

Designated ELD instruction: Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students 30 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required.

Designated ELD instruction will occur during the first or the last 30 minutes of the school day for all classrooms.

Professional Development:
Utilize ML Coach to provide professional development (e.g., Newcomer, LTEL, Designated ELD instructional best practices).

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$20,000   Title I (EL Tutoring-pull out)

progress monitor EL students receiving Tier II intervention services.

MLE Coordination:
The Vice Principal will use state dashboard data in order to determine the percentage of our English Learners that are making adequate progress towards English language proficiency, as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard. Our data will reflect an increase from 46.6% to 51.6% by June 2026. https://www.caschooldashboard.org/

Teachers will submit their ELD schedule for designated ELD instruction via the following link: https://drive.google.com/drive/folders/1q84xun6qVHSoTdGvucxKiIQpvhOVw_Bd?usp=drive_link
Submissions will be acknowledged the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester.

The Vice Principal will monitor student progress of language proficiency utilizing a variety of data points (Wonders ELD assessments, ELPAC practice tasks, Interim Benchmark Assessments).

FONT walkthroughs will be utilized to identify implementation of research-based best practices for multilingual learners during Integrated and Designated ELD.

Professional Development:
Utilize ML instructional coach to provide individual classroom follow-up support for site-specific EL professional development.

Correct Per Minute) after receiving a 12 week EL Intervention for Reading, Writing, Listening and Speaking.

Designated ELD Instruction:
____% of classroom teachers submitted their schedule for designated ELD instruction to the Vice Principal and 100% of our teachers had the correct number of ELD instructional minutes incorporated into their daily schedules. Teachers regularly followed their ELD schedule as observed through walkthrough observations and recorded into FONT each trimester.

Progress Data:
English Learners that made adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard increased from 46.6% to ___% by June 2026.

Modifications Needed:

Funding Sources for District Goal 1 (DEV - LCAP ID: 735)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	171299	Certificated- Salaries
Title I – Basic (4900/3010)	40123	Certificated- Timesheets
Title I – Basic (4900/3010)	22919	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	30000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	4000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	25000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	24929	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	20513	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8643) (DTS: 02/13/25)

We will implement targeted supports for students who identify as African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), reducing suspensions by creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4).

CAASPP Assessments:
ELA
Very Low Category (red): No student groups
Low Category (orange): African American students will increase from 20% met/exceeded standards to 25%
Students with Disabilities will increase from 14% met/exceeded standards to 19%

MATH
Very Low Category (red): African American students will increase from 18% met/exceeded standards to 23%
Low Category (orange): Students with Disabilities will increase from 13% met/exceeded standards to 18%

Suspension Data:
Very Low Category (red): No student groups
Low Category (orange): African American students will decrease from 2.4% to 0%

Chronic Absence Data:
Very Low Category (red): African American students will decrease from 39.7% to 34.7%
Low Category (orange): Students with Disabilities will decrease from 35.3% to 30.3%

We have no performance color bands for Foster Youth, Homeless, or Native American in any of the above categories.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8643) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation

• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation

Action Plan

K-2 Academic Intervention:
AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities. (Budget in Goal 1.2.1)

After School Tutoring:
We will offer tutoring to students who are failing to meet grade level standards.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Certificated Timesheets:
$11,411   Supplemental Con (tutoring)

Progress Monitoring

K-2 Academic Intervention:
Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks.

Evaluation

K-2 AIT Disparity Data:

• ___ **Struggling AA, FY, Homeless and SWD Kindergarten** students were provided with 8 weeks ELA intervention. Prior to the intervention, the average number of **Consonant Letter Sounds** was ___. After the intervention, the average number of known sounds was ___.
• ____ **Struggling AA, FY, Homeless and SWD Grade 1** students were provided with ELA intervention. Prior to the interventions, the average real cvc words known was ___ out of 6. After the intervention, the average number of known **real cvc words was ___ out of 6; resulting in ___% of the students now at grade level** according to this measure.
• ___ **Struggling AA, FY, Homeless and SWD Grade 2** students were provided with ELA intervention. The percentage of students at grade level according to real **blends** and **diagraphs** on the Illuminate Assessments went from ___% to ___**%.**

Additional Intervention Data Analysis:

• ___ **Struggling AA, FY, Homeless and SWD** Grade One students were provided push-in ELA intervention. Students had an average increase of ___

		HFW (High Frequency Words).

Targeted Student Group(s)

Action Plan	**Progress Monitoring Plan**	**Data Collection & Evaluation**
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at Kirchgater. **PBIS Tier 2 Implementation:** Increase PBIS Tier II implementation, and reduce the discipline incidents for our African American students & SWD. Administration will meet with the MHT, Counselor, and Behaviorist to review data during Tier 2 meetings and to ensure proper Tier 2 supports are in place for our African American, Foster Youth, Homeless, and Students with Disabilities. The MHT, Counselor, and Behaviorist to meet with African American, Foster Youth, Homeless, and Students with Disabilities with repeated disciplinary incidents. **Assist Recess Mentors:** ASSIST Recess Mentors will work with our African American, Foster	**Progress Monitoring** **<u>Suspension Disparity Data:</u>** (we had 0 suspensions during 24-25) 0% African American 0% Foster Youth 0% Homeless 0% American Indian 0% Students with Disabilities https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449e0a36466b5071fb8?experience=power-bi For the 24-25 school year, our **student discipline rates were as follows:** 65 African American 75 Foster Youth 50 Homeless 0 American Indian 83 Students with Disabilities 35 Whole School Our goal is to decrease the incident rate for each subgroup by 20 by June 2026 and to maintain our very low suspension rate.	**Evaluation** The percentage of our students who are African American, Homeless, and Students with Disabilities who participated in small counseling groups are _____% of our students.

Youth, Homeless, and Students with Disabilities daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner. (Budget in goal 3.1.1) **0.5 FTE Vice Principal:** We have added a 0.5 FTE Vice Principal who will be our Restorative Practice Coordinator, amongst other duties. The Restorative Practices (RP) Coordinator will play a crucial role in embedding and integrating restorative practices within the school's culture, aiming to enhance the emotional, social, and academic development of our African American, Foster Youth, Homeless, and Students with Disabilities. The VP will focus on the implementation of restorative practices to improve school climate, resolve conflicts, repair harm, and to help foster a restorative community of belonging. The RP Coordinator will collaborate with students, staff, families, and the broader community to ensure a safe, inclusive, and equitable educational environment. (Budget in goal 3.1.1) *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449e0a36466b5071fb8?experience=power-bi	

Action 2.1.3   (SiteGoalID: 8643) (DTS: 04/09/25)

Targeted Student Group(s)

• Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results.

		• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Attendance Improvement: Communicate to families of our African American, Foster Youth, Homeless, and Students with Disabilities in multiple ways regarding our absence policy and WHY it is important to attend school. Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy. Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. Establish a CICO for chronically absent African American, Foster Youth, Homeless, and Students with Disabilities. *We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.*	The administration and the District Attendance Support Team will biweekly review and monitor the Chronically Absent criteria (10% or more absence rate) for our African American, Foster Youth, Homeless, and Students with Disabilities. The PBIS Tier II Committee and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.	**Attendance** Subgroup Data: __% AA students __% Foster Youth __% Homeless __% Students with Disabilities **Chronically Absent** Subgroup Data: __% AA students __% Foster Youth __% Homeless __% Students with Disabilities

Funding Sources for District Goal 2 (DEV - LCAP ID: 735)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	11411	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 9230) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 9230) (DTS: 01/01/10)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **_formative student data_** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Ensure our school has the appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. **ACTION 2:** July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). **ACTION 3:** July-June Designated areas for specific games on the playground with adequate supervision. **ACTION 4:** July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. **ACTION 5:** July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	Referrals have been reduced by ___%.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Materials, Supplies, Equipment:
$5,000   Supplemental Con (recess equip)

Site Goal 3.2   (SiteGoalID: 8644) (DTS: 02/13/25)

Implement strong Tier I supports to decrease behaviors during recess.

For the 2025-2026 school year, our goal is to keep our suspension rate very low and to decrease our and student discipline rate by 10%.
For the 2024-2025 school year, our student discipline rate was 35% and our exclusionary discipline rate was 0% as reported by Power BI.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 8644) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ASSIST Recess Mentors: ASSIST Recess Mentors will work with students daily (5 days a week) during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner.	**SEL Lessons:** To determine our SEL implementation of *Character Strong* a Vice Principal will track how many lessons have been taught at each grade level each month. This information will be shared at monthly staff meetings and will be used to establish a	As of _____, we have had ____ **student suspensions**. The SEL implementation of *Character Strong* showed **50%** schoolwide during the 2024-2025 school year. This has increased to ____% during the 2025-2026 school year.

0.5 FTE Vice Principal/Restorative Practice Coordinator:

A 0.5 FTE Vice Principal will be our Restorative Practice Coordinator, amongst other duties. The Restorative Practices (RP) Coordinator will play a crucial role in embedding and integrating restorative practices within the school's culture, aiming to enhance the emotional, social, and academic development of all students. This position focuses on the implementation of restorative practices to improve school climate, resolve conflicts, repair harm, and to help foster a restorative community of belonging. The RP Coordinator will collaborate with students, staff, families, and the broader community to ensure a safe, inclusive, and equitable educational environment. A key function of the RP Coordinator is to work closely with the Tier I team to align practices, meet RP implementation benchmarks, and integrate RP into the site's existing Tier I interventions.

PBIS:

The PBIS Tier II Team will monitor student academic, behavioral and socio-emotional progress.

Purchase items that promote our PBIS message (Be Kind, Be Safe, Be Respectful, Be Responsible) such as banners, signage, lanyards, etc... Apply for the Gold PBIS Award.

Restorative Practice & SEL Lessons:

At the Tier I Level, teachers will be encouraged to utilize Community Circles/Classroom Meetings as well as SEL Lessons weekly in order to increase our SEL implementation of *Character Strong.*

We will purchase allowable, reasonable, and necessary supplies to complete the action

baseline for our school.

PBIS:

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.

plan for this goal.

Contracts:
$15,899   Title 1 (ASSIST)

Certificated Salary:
$103,676   Supplemental Con
(0.5 FTE VP)

Funding Sources for District Goal 3 (DEV - LCAP ID: 735)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	15899	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	103676	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets

EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 8645) (DTS: 02/13/25)

Increase parent involvement in our school.

According to our 2024 Parent Perspective Survey, 92.62% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 95%.

Metric: Parents indicating opportunities for parent involvement

Action 4.1.1   (SiteGoalID: 8645) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you

		adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

Action Plan

FAMILY & COMMUNITY ENGAGEMENT:

All grade levels will offer at least one FTAT Parent Involvement opportunity during the school year.

Increase school-wide Family and Community Engagement programs and communication such as:

- Parent/Teacher conferences
- Back to School Night
- Music & Art Night
- ***Parent Engagement activities such as***: Family Writing and/or Math Night with support from FACE; Family Science/STEM Night; FTAT family engagement activities; AVID Education Night; Dia De Los Muertos - Day of the Dead Family Workshop; Cultural Winter Decorations Workshop, etc..
- 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 regularly throughout the school year.
- Support home-to-school communication and organization through communication folders, student agendas, AVID supplies, etc...
- Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.

Progress Monitoring

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, Instagram, and Facebook posts. Teachers will log positive communications within a central location.

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.

Evaluation

Parent Perspective Survey data will increase: 92.62% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 95%.

As of March 2026, Teachers, SOAs, Administrators and our Parent Liaison have documented over **_____ Talking Point parent messages, _____ Synergy email messages, as well as numerous school-wide written communications.** In addition, we have enhanced our **social media presence, posting ____ updates** that highlight the positive events and learning experiences happening on our campus.

- Provide multiple opportunities for parents to chaperone educational field trips.

TRANSLATIONS:
Translators will be provided to allow parents to best access parent meetings (SST Meetings, Parent Conferences, etc...)

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Contracts:
$500   Title I (STEM Night)

Materials/Supplies/Equipment:
$7452   Title I (Agendas, etc...)

Classified Timesheet:
$500   Title I (Translations)

Site Goal 4.2   (SiteGoalID: 9113) (DTS: 04/07/25)

By May of 2026, Chronic absenteeism will reduce from 25.5% to 20.5% for ALL students as measured by the California Dashboard.

Very Low (Red) Designation:

- African American 39.7% to 34.7%
- White 26.7% to 21.7%

Low (Orange) Designation:

- Two or More 37.1%% to 32.1%
- Students with Disabilities 35.3% to 30.3%

Metric: Percent Chronically Absent

Action 4.2.1   (SiteGoalID: 9113) (DTS: 04/07/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation
Attendance Improvement Plan: In the summer, establish a site Attendance Team to include an SOA, Administrator, and RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. Before school starts, Administration will communicate (electronically & in person) to families the absence policy and why it's important to attend school. Continue communications throughout the year. The Attendance Review Team will meet bimonthly to monitor students with chronic attendance. Administration will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance. The office staff will make daily phone calls home or use Talking Points to contact families whose children have been absent. Responses will be collected and recorded in Synergy on a daily basis by the SOAs. The Attendance Team will plan welcoming traditions for our various students groups who are experiencing high absence rates: African American, Two or More, White & Students with Disabilities.	Teachers, SOAs, and Administrators will document parent communication in Synergy daily. The Attendance Team will review and monitor students who meet the Chronically Absent criteria (10% or more absence rate) biweekly with the PBIS Tier II Committee and monthly at staff meetings. Individual teachers of these students will be notified of the steps that have been taken to improve student attendance bi-weekly. Targeted student groups (African American and White) will increase one color band on the CA Dashboard from red to orange. Students with Disabilities and students who identify as "Two or more" will increase one color band on the CA Dashboard from orange to yellow.	**Positive attendance** rate each trimester is as follows: ___**%** End Trimester 1 ___**%** End Trimester 2 Significant **Subgroup** Attendance Data Year-to-Date (March 12, 2026): ___% AA students ___% White ___% SWD ___% Two or More students **Chronically absent** rate each trimester is as follows: ___**%** End Trimester 1 ___**%** End Trimester 2 Significant **Subgroup** Data: ___% AA students ___% White ___% SWD ___% Two or More students Our goal is to decrease Chronic Absenteeism from 25.5% to 20%. **Modifications Needed:**

Attendance recognition will be given to classes on a monthly basis.

A MTSS referral will be made for students who are not attending school regularly.

FSTs/SSTs/SARTs/SARBs will be held, as needed. We will follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Funding Sources for District Goal 4 (DEV - LCAP ID: 735)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	500	Classified- Timesheets
Title I – Basic (4900/3010)	7452	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$171299	$0	$0	$0	$171299
Certificated- Timesheets	$40123	$0	$0	$0	$40123
Classified- Salaries	$22919	$0	$0	$0	$22919
Classified- Timesheets	$0	$0	$0	$500	$500
Materials/Supplies/Equipment	$30000	$0	$0	$7452	$37452
Contracts/Services/Subscriptions	$4000	$0	$15899	$500	$20399

Title I – Basic (4900/3010) Total: **$292,692**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$103676	$0	$103676
Certificated- Timesheets	$25000	$11411	$0	$0	$36411
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$5000	$0	$5000
Contracts/Services/Subscriptions	$24929	$0	$0	$0	$24929

Supplemental/Concentration (7101/0000) Total: **$170,016**

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$20513	$0	$0	$0	$20513
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$20,513**

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.

N/A

V. Funding

Anna Kirchgater Elementary (298) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$292,692	$268,341	$0	$15,899	$8,452	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$170,016	$49,929	$11,411	$108,676	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$20,513	$20,513	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$483,221	$338,783	$11,411	$124,575	$8,452	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$292,692
Subtotal of state or local funds included for this school	$190,529

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0