



Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Kara White-Schene

County-District-School (CDS) Code: 34673146032981

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

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

IV. Goals, Action Plans and Progress Monitoring

Anna Kirchgater Elementary | Focused Work: 2026-2027

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 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 its 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 22, 2025; October 27, 2025; December 8, 2025; January 26, 2026; February 23, 2026; March 30, 2026; April 20, 2026.

- **School Site Council Meetings** on September 25, 2025; October 23, 2025; January 22, 2026; April 16, 2026; May 14, 2026.

- **ELAC Meetings** on October 16, 2025; December 11, 2025; March 5, 2026; April 16, 2026; May 14, 2026.
- **Staff Meetings** on August 25, 2025; October 13, 2025; December 1, 2025; February 2, 2026; April 6, 2026; May 4, 2026.
- **Back to School Night and Title One Meeting** on August 21, 2025.
- Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies, school functions, and surveys.
- EGUSD Parent, Staff and Student Survey data 3/30/26-5/8/26.

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 for last year and continuing for the 2026-2027 school year. Through surveys and collaborative opportunities with stakeholders, we will continue with our Writing Team to guide and plan trainings and calibration techniques inclusive of aligned instructional practices in writing. We will include 3 school wide writing prompts and publish results each trimester for the staff and SSC.

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 will continue to have release time for the Writing Team to collaborate and plan collaborative professional development opportunities for our teacher teams.
- Teacher teams have requested new supplemental curriculum for Social Studies and have requested DBQ subscriptions.

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
- We have set aside funds to enhance our work to align common writing practices.
- Work on increasing positive culture and climate through recess opportunities
- Continue to offer after school and intersession tutoring opportunities
- Improve home/school communication
- Continue action plan to increase attendance rate at a consistent rate of 95%
- Increase family engagement opportunities throughout the year
- 95% or higher assessment rate on all required assessments
- Provide release time to teachers for collaboration
- Provide supplemental materials and subscriptions, such as Scholastic News/Scope

We have discontinued the following strategies:

- Paying for additional administrative personnel.

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

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion - Percent of Graduates Completing A-G

readiness and close achievement and opportunity gaps.	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
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Site Goal 1.1

ELA Overall English Language Arts (ELA) CAASPP scores will increase from 42% to 47% of our students meeting or exceeding state standards. Very Low Category (red): No student groups. Low Category (orange): • African American students will increase from 28% met or exceeded standards to 33% • English Learners students will increase from 24% met or exceeded standards to 30% • Students with Disabilities will increase from 15% met or exceeded standards to 20% • Asian Students will increase from 42% met or exceeded standards to 47%
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These subgroups will be targeted for academic intervention and tutoring services.

Writing Students will move from 23% 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 35% to 40% of our students meeting or exceeding standards. Very Low Category (red): African American students will increase from 13% met or exceeded standards to 18%. 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 1.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan <u>K-2 Academic Intervention:</u> AITs will utilize small group instruction, LETRS Training and High Quality Teaching	Progress Monitoring <u>K-2 Academic Intervention:</u> AITs will collect site based assessment data every 4 weeks to re-evaluate student progress	Evaluation <u>K-2 Academic Intervention:</u> Data collected from the benchmark assessments showed that ____% of students

Strategies to teach targeted students not meeting grade level standards in ELA.

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.

Professional Development:

PLC Framework: Attend the Solutiontree professional training on "**Professional Learning Communities**" to generate a coalition leading efforts in progress monitoring all students' achievement and progress towards standards.

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 students, distributing "**We Both Read**" books to parents and students, and increasing the usage of the library. Supplement library technician hours for special projects, i.e. curriculum inventory, book fair, ordering new and diverse titles, etc. Purchase additional library books that increase student engagement. Purchase additional high interest, varied lexile readers to increase opportunities for differentiation in core content areas.

Early Intervention:

Support will be provided to primary students in primary grades supporting developmental language supports and basic foundational mathematical skills.

towards grade level standards.

Writing Collaboration:

As set by the Principal, four staff meetings will be 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/1tcsezvGsVjvFI0x9ePm6ism0NHjOQrmf/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 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.

Early Intervention:

The percentage of Kinder and 1st grade students scoring within proficient levels on each benchmark assessment, language assessments and more than typical growth in math skills in between each trimester. This progress data will be shared at staff meetings as well as with the SSC yearly.

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 2026 reports 23% of our students scored a 0 or a 1. An analysis of Spring 2027 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 12, 2027 and the percentage passed was ____%.

Library:

The number of books checked out of the library will increase by 5% (as of March 2027 =).

Early Intervention:

At each trimester benchmark:
The percentage of students in primary grades meeting 6 week benchmarks and foundational skills are at ____% overall.
Kindergarten: ____%
First Grade: ____%
Second Grade: ____%

Writing Collaboration:

Percentage of students in each grade meeting or exceeding whole school writing assessments:

Narrative:

Kinder: ____%
First: ____%
Second: ____%
Third: ____%

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:

\$182,267 Title 1 (AIT)

Certificated Timesheets:

\$2,000 Title 1 (Writing Collaboration)

Professional Development:

\$7,000 PLC Conference (Title I)

Contracts:

\$2,000 AVID PD (Title 1)

\$11,500 Supplemental Con (AR, SCOPE, decodables, etc)

\$3,500 Supplemental Con
(Materials/Supplies/Equipment)

Classified Salary:

\$32,939 Library Technician (Title 1)

Classified Timesheet:

\$40,000 Early Intervention (Supplemental Con)

Materials, Supplies, Equipment:

\$2,000 Title 1 (Library books)

Fourth: ____%

Fifth: ____%

Sixth: ____%

Informational:

Kinder: ____%

First: ____%

Second: ____%

Third: ____%

Fourth: ____%

Fifth: ____%

Sixth: ____%

Expository:

Kinder: ____%

First: ____%

Second: ____%

Third: ____%

Fourth: ____%

Fifth: ____%

Sixth: ____%

Modifications Needed:

Site Goal 1.2

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 1.2.1

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?

Data Collection & Evaluation

- Describe the overall implementation and effectiveness of this action plan.
- Describe any major differences between the planned implementation and the actual implementation.
- Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
<u>Illuminate Assessments:</u> Classroom teachers will administer Illuminate assessments to all students at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. 1. July 2026-June 2029 Continue to implement plan to provide effective Tier 1 interventions (Academic Interventions/AI). - AI will be assessment driven, with an emphasis on targeted skills - teachers will utilize pre and post assessments to monitor student progress in AI groups - teachers will utilize small group instruction - grade level teams will review assessment data during PLC meetings at least once a month 2. July 2026-June 2029 Academic Intervention Teachers will collaborate with classroom teachers to analyze assessment data to determine students who will receive interventions from AITs. - AITs will provide targeted instruction to these students, with a focus on K-2 - provide paraeducator support for intervention groups 3. September 2026-March 2027 Provide release time for teachers to meet with grade level teams and admin during PLC and Data Conferences to analyze assessment data to determine student need for targeted groups. 4. July 2026-June 2029 Teachers will collaborate with Learning Center teachers to discuss the progress of students with disabilities. They will analyze assessment and observational data to ensure adaptation plans are being implemented in support of their students and goals are appropriate to student needs. 5. Provide extended day instruction: small group targeted instruction in grades K - 6. Provide classified support for intervention groups. 6. July 2026-June 2027 Provide funding for education based field trips in connection to district adopted curriculum and CCSS.	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 Teachers and Intervention Teachers will keep a data document with progress monitoring data towards content related goals each month. Teachers will meet with Admin once per month to review progress toward goals. 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	<u>Illuminate Assessments:</u> <i>Diagnostic:</i> ____% of our students have taken all of the Illuminate Benchmark Assessments. <i>End of Trimester One:</i> ____% of our students have taken all of the Illuminate Trimester One Assessments. <i>End of Trimester Two:</i> ____% of our students have taken all of the Illuminate Trimester Two Assessments. <u>ELPAC Assessments:</u> <i>Initial:</i> ____% of our student have taken the Initial ELPAC Assessments. <i>Summative:</i> ____% of our student have taken the Summative ELPAC Assessments. <u>CAASPP Assessments:</u> ____% of our Grade 3-6 students have taken the CAASPP or CAA Assessments in May/June 2027. Modifications Needed:

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 2027.

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.

Purchase allowable, reasonable and necessary supplemental curriculum and resources, supplies, and technology contracts to complete the Action Plan for this goal.

Certificated Timesheets:
\$6,000 Title I (Data, PLC work)
\$19,341 - EL Supplemental (ELPAC Assess.)
\$25,000 - Supplemental Con

Site Goal 1.3

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

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Classroom Observations: Teachers will be able to participate in classroom observations	Administration will utilize PIC data and collect data through FONT walkthroughs to assess if	Classroom Observations: (Link with step-in/out log and survey results)

once a trimester utilizing the description of practice to support the implementation of the instructional framework.

School-wide Implementation of

AVID:Continue AVID site goals for Inquiry, Focused Note Taking and Organization

- purchase supplies and materials to support site AVID goals
- provide opportunities for professional development through SCOE and AVID Summer Institutes.

Varied Lexile Readers/Supplemental:

Purchase high interest titles for student use, high interest/low level books for targeted small group instruction.

PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons.

Facilitate collaborative learning and knowledge-sharing opportunities among teachers.

- provide release time so that staff may observe their colleagues during classroom instruction
- during observations, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings
- pair new teachers with a veteran teacher for mentoring to analyze assessment data, plan instruction based on the assessment data, complete observations, and collaborate on various instructional practices.
- use Illuminate, FONT, rapid cycle measures and AVID data to determine the level of implementation of learning targets and success criteria
- connect each trimester's standards to learning targets and success criteria
- Revisit the year's scope and sequence and modify, if needed

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.

Field Trips:

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, celebrate successes and of small group framework.

FONT Data:

<https://elkgrovepic.net/FONT/home.php>

PLC Collaboration:

Administrators will keep log of agendas, meeting minutes of PLC time.

Data Analysis Days:

Demonstrate how the framework of PLC work, collaborative time, FONT feedback relate to growth for all students and subgroups.

AVID Walkthroughs linked to goals:
(Writing and Organization)

FONT data showed a ____% increase in the use of **success criteria**.

FONT data showed an ____% increase in small group instruction incorporating success criteria and leveled materials for students to access grade level content.

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.

Data Analysis Days:

Pay for transportation to 6th grade camp. <i>Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources to carry out this goal.</i> <u>Certificated Timesheets:</u> \$50,000 Collaboration (Supplemental Con) <u>Classified Timesheets:</u> \$5,000 Tutoring (Supplemental Con) \$8,000 Materials (Content readers/decodables) (Supplemental Con) <u>Field Trip:</u> \$2,591 (Supplemental Con)		
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Site Goal 1.4

For the 2026-2027 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 7%.
- 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

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
<u>EL Intervention:</u> Small group instruction will be utilized to	<u>EL Intervention:</u> The EL Coordinator will collect site based	<u>EL Intervention:</u> ___ English Learners increased their fluency

assist our struggling English Learners (ELPAC 1's & 2's as well as our Long-Term EL 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:

\$35,040 Title I (EL Tutoring-pull out)

assessment data every 4 weeks to evaluate student progress and will use this data to 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 55.6% by June 2027.

<https://www.caschooldashboard.org/>

Teachers will submit their ELD schedule for designated ELD instruction via the following link:

https://drive.google.com/drive/folders/1q84xun6qVHSoTdGvucxKilQpyhOVw_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.

accuracy by an average of ____% and by an average of ____ **WCPM** (Words 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 ____% to ____% by June 2027.

EL Progress Monitoring:

Modifications Needed:

Funding Sources for District Goal 1

Funding Source

Amount

Description of Use

Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment

Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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

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 28% met/exceeded standards to 32%
Students with Disabilities will increase from 15% met/exceeded standards to 20%

MATH

Very Low Category (red): African American students will increase from 13% met/exceeded standards to 18%

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 32.8% to 28%

Low Category (orange): Students with Disabilities will decrease from 15.4% to 10%

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

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>K-2 Academic Intervention:</u> 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) <u>After School Tutoring:</u> We will offer tutoring to students who are failing to meet grade level standards. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Certificated Timesheets:</u> \$10,000 Supplemental Con (tutoring)	Progress Monitoring <u>K-2 Academic Intervention:</u> Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks. AIT will progress monitor using LETRS tools and fluency passages. Progress towards goals will also be supported by classroom teachers' assessments in K-2. Data will be reviewed every 6 weeks in PLC with administrative support and collaboration.	Evaluation <u>K-2 AIT Disparity Data:</u> ___ 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 ____%. <u>Additional Intervention Data Analysis:</u> ___ 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).

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Action 2.1.2

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.										
Action Plan Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at Kirchgater. <u>PBIS Tier 2 Implementation:</u> 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. <u>Assist Recess Mentors:</u> ASSIST Recess Mentors will work with our African American, Foster 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) <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	Progress Monitoring Our Vice Principal will monitor our discipline data in the dashboard monthly. We will share data in our PBIS Tier I and Tier II teams to determine reteach and intervention strategies for students for locations, time of day, and type of behavior. We will share with teacher teams each month. https://app.powerbi.com/groups/19cd3f4a-a907-4b0b-93b9-f91aece3b088/reports/d8a9658a-1aec-4f12-89b7-4c79bba0c678/ReportSection6449e0a36466b5071fb8?experience=power-bi	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. <u>Suspension Disparity Data:</u> <table><tr><td>0%</td><td>African American</td></tr><tr><td>0%</td><td>Foster Youth</td></tr><tr><td>0%</td><td>Homeless</td></tr><tr><td>0%</td><td>American Indian</td></tr><tr><td>0%</td><td>Students with Disabilities</td></tr></table> Our goal is to decrease the incident rate for each subgroup by 20 by June 2026 and to maintain our very low suspension rate.	0%	African American	0%	Foster Youth	0%	Homeless	0%	American Indian	0%	Students with Disabilities
0%	African American											
0%	Foster Youth											
0%	Homeless											
0%	American Indian											
0%	Students with Disabilities											

Action 2.1.3

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i>	Progress Monitoring 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.	Evaluation 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		
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)	\$10,000	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

Implement strong Tier I supports to decrease behaviors during recess.

For the 2026-2027 school year, our goal is to keep our suspension rate very low and to decrease our and student discipline rate by 5%. For the 2025-2026 school year, our goals is to keep our suspension rate below 1%, and to decrease our discipline rate by 5% from 35%. 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: Active Participation

Action 3.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
<u>ASSIST Recess Mentors:</u>	<u>SEL Lessons:</u>	As of _____, we have had ____ student

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. <u>Restorative Practice Coordinator:</u> Vice Principal will continue to support our Restorative Practice implementation, 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. 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. VP and PBIS Tier I team will collaborate on a schedule to train classified staff members to include yard supervisions, para educators and lunchroom supervisors. <u>PBIS:</u> 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. <u>Restorative Practice & SEL Lessons:</u> 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 <i>Character Strong</i>. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Contracts:</u> \$12,714 Title 1 (ASSIST)	To determine our SEL implementation of <i>Character Strong</i> 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 baseline for our school. <u>PBIS:</u> 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. VP will monitor monthly discipline referrals written by classified staff and re-train as necessary depending on type of behavior and location of incidents.	suspensions. The SEL implementation of <i>Character Strong</i> showed ____% schoolwide during the 2026-2027 school year.
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Site Goal 3.2

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

Action 3.2.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> Materials, Supplies, Equipment: \$10,000 Supplemental Con (recess equip)	Progress Monitoring 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.	Evaluation At the beginning of the year, the PE teacher and site coaches were consulted to determine rules for recess games. Those rules were reviewed by the PE teacher with all students in the first month of school. After a needs assessment, additional supplies were ordered to fully stock our playground equipment. As of the end of the first trimester, the following actions have been taken to prevent and reduce incidents on the playground: 1)monthly yard supervisor meetings have been held, 2)additional yard supervisors have been hired and trained, 3)a yard supervisor handbook has been created, 4)consistent collaboration with Assist coaches has been established, and 5)sandwich boards are being utilized to clarify playground/recess expectations. During _____ meeting, PBIS lessons and expectation refresher rotations were shared with PBIS Tier I team. These lessons were taught to students the week of _____when they returned to campus. Lessons on "Hallways", "playground", "cafeteria", and "restrooms" were taught by the administration and yard supervisors who monitor those areas. Behavior data continues to be reviewed with the PBIS team and shared monthly with the staff. From August to December, Minor Discipline Referrals on the playground decreased by _____% in 2025 compared to 2025 (_____ referrals).

		From August to December, Major Discipline Referrals on the playground increased by ____% in 2025 compared to 2026 (____ referrals).
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Funding Sources for District Goal 3		
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)	\$12,714	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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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
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Site Goal 4.1

Increase parent involvement in our school.

According to our 2025 Parent Perspective Survey, 92% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 95%.

Metric: Attendance Rate

Action 4.1.1

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?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>FAMILY & COMMUNITY ENGAGEMENT:</u> 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; 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. - 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...	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 will be monitored by our Computer Science teacher and Parent Engagement Committee. Teachers will log positive communications within a central location. Increased daily usage of teacher-student-parent communication through the use of student planners and synergy parent contact logs. Increased parent participation in our parent education opportunities as measured by sign in sheets and survey results after the events. The number of home visits will be logged throughout the school year. Our Parent Engagement Leadership Committee and Vice Principal will collect and share monthly participation in school events and activities. This data will be sign in sheets, talking point messages sent, and parent contact logs from staff.	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%. This result is reflective of 25% of the parent community that submitted the survey results. As of March 2027, 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. DISCONTINUE: FACE Liaisons past 25/26

• Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy. • Provide multiple opportunities for parents to chaperone educational field trips. <u>TRANSLATIONS:</u> Translators will be provided to allow parents to best access parent meetings (SST Meetings, Parent Conferences, etc...) <i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i> <u>Contracts:</u> \$500 Title I (STEM Night) <u>Materials/Supplies/Equipment:</u> \$3,000 Title I (Agendas, Communication) <u>Classified Timesheet:</u> \$500 Title I (Translations) <u>Certificated Timesheet:</u> \$20,000 Supplemental Con. (Family Engagement, Attendance efforts)	Home visits will be monitored each trimester by Vice Principal and Principal.	
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Site Goal 4.2

By May of 2027, Chronic absenteeism will reduce from 26.2% to 20% for ALL students as measured by the California Dashboard.

Very Low (Red) Designation:

- African American 31.4% to 26%
- White 22.7% to 17%

Low (Orange) Designation:

- Two or More 16.8%% to 11%
- Students with Disabilities 26.2% to 21%

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for	• Describe your step by step plan for	• Describe the overall implementation and

intervention, for at-risk students, as related to your goal.	progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan <u>Attendance Improvement Plan:</u> 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. 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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i> <u>Certificated Timesheets:</u> \$3,000 Title I	Progress Monitoring 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.	Evaluation 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 Modifications Needed:

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	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)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	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	\$182,267	\$0	\$0	\$3,000	\$185,267
Certificated- Timesheets	\$43,040	\$0	\$0	\$0	\$43,040
Classified- Salaries	\$32,939	\$0	\$0	\$0	\$32,939
Classified- Timesheets	\$0	\$0	\$0	\$500	\$500
Materials/Supplies/Equipment	\$2,000	\$0	\$0	\$3,000	\$5,000
Contracts/Services/Subscriptions	\$9,000	\$0	\$12,714	\$500	\$22,214

Title I Basic (4900/3010) Total: \$288,960

Supplemental/Concentration (7101/0000)

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	\$85,000	\$10,000	\$0	\$20,000	\$115,000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$35,000	\$0	\$0	\$0	\$35,000
Materials/Supplies/Equipment	\$11,500	\$0	\$10,000	\$0	\$21,500
Contracts/Services/Subscriptions	\$14,091	\$0	\$1	\$0	\$14,092

Supplemental/Concentration (7101/0000) Total: \$185,592

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	\$19,341	\$0	\$0	\$0	\$19,341
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: \$19,341

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$288,960	\$269,246	\$0	\$12,714	\$7,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$185,592	\$145,591	\$10,000	\$10,001	\$20,000	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$19,341	\$19,341	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$493,893	\$434,178	\$10,000	\$22,715	\$27,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$288,960
Subtotal of state or local funds included for this school	\$204,933