Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2024-2025

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 (Icapid: 620)

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will 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 2024-2025 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:

    - Kirchgater Grade Level Leadership Team Meetings on 9/11/23, 10/16/23, 12/11/23, 1/22/24, 4/15/24, 5/13/24
    - Kirchgater AVID Leadership Team Meetings on 8/28/23, 10/2/23, 11/6/23,12/11/23, 2/5/24, 4/15/24, 5/13/24
    - School Site Council on 09/28/23, 11/30/23, 2/15/24, 4/11/24, 5/16/24
    - ELAC on 10/12/23, 12/07/23, 4/25/24, 5/16/24
    - Staff meetings on 8/21/23, 9/18/23, 10/9/23, 11/27/23, 1/8/24, 1/29/24, 2/26/24, 4/1/24, 5/6/24, 5/20/24
    - Back to School Night and Title One Meeting on 8/17/23
    - Continual input sought through ongoing stakeholder and parent communication through zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were underlined modified or added:

- For the 23-24 school year, we had two full-time Academic Intervention Teachers and three Intervention Push-In Teachers paid on timesheets - for a total of 5 Intervention support teachers for students in grades kindergarten through grade six. However, for the coming 24-25 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.
- We are adding whole-school professional development on ***Restorative Practices*** and will have one of our Vice Principals coordinate the efforts for this initiative in order to fully support our student and staff.

Resource Inequities (ATSI 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.

We are not an ATSI nor a CSI school.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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

- **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**

Site Goal 1.1   (SiteGoalID: 7328) (DTS: 12/13/23)

Overall **ENGLISH LANGUAGE ARTS** (ELA) scores will increase from 39% to 44% for our students meeting or exceeding standards on the state **CAASPP** assessments as noted in the LCAP Metrics.

Performance Level: RED

- Students with Disabilities (SWD) will increase from 13% met or exceeded standards to 20%

Overall **MATH** scores will increase from 25% to 30% for our students meeting or exceeding standards on the state **CAASPP** assessments as noted in the LCAP Metrics.

Performance Level: ORANGE

- Socio-Economically Disadvantaged (SED) students will increase from 24% met or exceeded standards to 30%
- Students with Disabilities (SWD) will increase from 15% met or exceeded standards to 20%

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

Action 1.1.1   (SiteGoalID: 7328) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-	• How will you measure implementation?	• Are you making progress towards your desired

risk students.	• How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. **AVID:** 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 AVID Summer Institute. *Contracts:* *$10,800 Title One for PD* 2. **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. *Certificated Salary:* *$170,304 Title One for 1.0 FTE AIT* **EL INTERVENTION:** Intervention will be utilized to assist our struggling English Learners (ELPAC 1's & 2's) by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. *Certificated Timesheet:* *$10,000 Title One* 3. **EDUCATIONAL FIELD TRIPS:** Pay for transportation to all K-6 educational field trips. In addition, pay for a portion of each students' fees for Grade 5 Science Camp. *Contracts:* *$9,510 Title One for Field Trips*	1. Our AVID's CCI (Coaching and Certification Instrument) implementation score will continue to increase. Our school's AVID Leadership Team will score the CCI and will monitor AVID goals along with the CCI at each monthly AVID Leadership Team Meeting. This data is shared with the whole staff as well as with the SSC. 2. The number of students exiting from our academic interventions will increase. Student progress on our Illuminate Assessments will be used to determine progress. Specific Progress Monitoring will be added as the District guidelines on all AIT Programs are finalized. The Vice Principal will use state dashboard data in order to determine that at least 16% of our EL students become reclassified as English-proficient. The Vice Principal will use state dashboard data in order to determine our students' overall progress towards English language proficiency. Our goal is to have 57% or more of our EL students making progress towards English proficiency. 3. The number of students participating in our field trips will increase. This number will be monitored by an SOA who is responsible for the coordination of all field trips.	1. Our overall AVID CCI for 2023-2024 is _____. Our goal for the 2024-2025 school year is to increase this overall score to _____. 2. *AIT ELA Intervention Data Analysis:* • ___ Kindergarten, First and Second grade students were provided with __ weeks of pull-out ELA intervention with a __% success rate (__ exited from the intervention). • **FLEX Curriculum:** ___Fourth through Sixth grade students were provided with __ weeks of ELA intervention with a ___% success rate. *Additional Intervention Data Analysis:* • ___Kindergarten & Grade One students were provided with __ weeks of push-in ELA intervention with a ___% success rate. • ___ students were provided ___ weeks of intervention with ___% success rate (___ students were exited from the intervention). • ___ English Learners made the following gains for __ weeks of Reading, Writing, Listening and Speaking intervention instruction. *EL Intervention Data Analysis:* ___% of our EL students become reclassified as English-proficient; whereas ____% of our Long Term EL students become reclassified as English-proficient.

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4. Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, software, equipment, instructional books, and supplemental instructional materials.
Materials/Supplies/Equipment-
$10,000 Title One
Contracts-
$400 Title One

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____% our EL students made progress towards English proficiency and ____% of our Long Term EL students made progress towards English proficiency.

3. The number of students participating in our field trips increased last year from ___ to ___ this year.

GOAL MET:

Modifications Needed:

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Action 1.1.2   (SiteGoalID: 7328) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **COLLABORATION TIME:** Provide site-planning time, data analysis opportunities, collaboration time and teacher release time. Potential release time topics: How to further utilize EGUSD's Illuminate Assessments for ELA & Math in order to assess and measure mastery of standards, identify specific needs for the whole class and small groups for reteaching, identifying patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor	1. Staff Perspective Survey Data *(Support for Academic Learning)* will be utilized to determine whether our teachers feel they have the appropriate self-efficacy and group efficacy to support all learners in their classrooms. This survey data will be shared quarterly with the staff, the SSC, and parents at our Title One Parent Meeting. 2. While completing Classroom Walkthroughs, administrators will record three student's responses to the following prompts: *"What*	1. Our Staff Perspective Survey Data *(Support for Academic Learning)* will indicate a higher satisfaction rate from the current year to the end of 24-25. 2. Administrators completed ___% (____) classroom walkthroughs, recorded them in the FONT system, and send a feedback email to teachers. The administrators have begun to record three student's responses to the following prompt: *"What are you learning today? Why are you learning this?*

student growth over time; the implementation of AVID strategies, etc...
Certificated Timesheet: *$8,235 Title One*

2. **CLASSROOM WALKTHROUGHS:** Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.

3. **STAFF MEETING PROFESSIONAL DEVELOPMENT:** At select staff meetings, an Equity Coach, AVID Coach, CPL Coach and an EL Coach will lead teachers and administration through selected PD topics such as: *Tier One High Quality Instruction with our Long Term EL Students, Success Criteria & Learning Targets - the WHY and the HOW, etc......*

are you learning today? Why are you learning this? How will you know if you have learned it?" These student quotes will be shared with the individual teacher through the FONT program after each walkthrough. 100% of FONT walkthroughs will be emailed to teachers.

3. Positive changes in our PIC Data will be determined by sharing the current data with the staff and the SSC and then setting goals for improvement. This will happen at the beginning of the school year, as the PIC data does not change throughout the year.

How will you know if you have learned it?"" These student quotes have been shared with the teachers.

3. The analysis of our PIC Data shows:_____ _____

GOAL MET:

Modifications Needed:

Action 1.1.3   (SiteGoalID: 7328) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **LIBRARY:** Our Library Technician will	1. The number of books students have checked out of the library will	1. Students checked out 23,942 books during the 2023-2024

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. ***Classified Salary:*** *$23,896 Title One*	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.	school year and the number of Accelerated Reader quizzes taken was 26,220 (as of 3-9-24). Our goal is to increase the number of books checked out and the number of AR tests taken. The data as of 3-9-25 shows: **GOAL MET:** **Modifications Needed:**

Site Goal 1.2   (SiteGoalID: 7828) (DTS: 04/26/24)

Florin Region Goal

STUDENT TALK
Implementation of effective student talk will increase from 61% to 66% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher provides opportunities to work and communicate with classmates will increase from 75% to 80%.
- Student survey data regarding whether their teacher guides/supports student discussion will increase from 69% to 76%.
- Teacher survey data regarding current level of implementation of student talk will increase from 77% to 80%.
- FONT Implementation data will increase from 31% to 40% (as measured by the frequency of selected key ideas in all phrases of student talk).

Metric: Other

Action 1.2.1   (SiteGoalID: 7828) (DTS: 04/26/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation

Action Plan

1. Florin Region Goal
TIER 1 INSTRUCTION:
Teachers will daily utilize High Quality Instructional Strategies (Learning Targets, Success Criteria, Formative Assessment, Feedback, Active Participation, Student Talk) along with small group instruction.

- Schedule regular classroom observations focused on the implementation of High-Quality Instruction practices.
- Provide constructive feedback to teachers based on observations, highlighting strengths and areas for improvement using FONT.
- Encourage peer observations and feedback to foster collaboration and sharing of best practices among teachers.

2. Florin Region Goal
STUDENT TALK:
All teachers will implement student talk into daily lessons in every classroom.

Progress Monitoring

1. Administrators will collect data on FONT from Classroom Walkthroughs throughout the school year in order to determine the level of implementation of High Quality Teaching Strategies and small group instruction. The trends of this data is graphed in the FONT program for the current school year. This data will be shared with the teachers at the end of each trimester in order to illicit additional goals for HQI practices.

2. PIC Data will be utilized to measure the effectiveness of our implementation of HQI practices. PIC data from 2023-2024 will be shared with the teachers as well as with the SSC at the beginning of the school year.

Evaluation

1. High Quality Tier I Instruction
Learning Targets: The data collected showed that learning targets were being shared in __% of classrooms observed, but typically only at the beginning of the lesson. In only ___% of instances were learning targets shared multiple times.
Success Criteria: ___% of the lessons observed had evidence of student friendly success criteria; however, only ___% were aligned to grade level standards.
Formative Assessment: ___% of the lessons had evidence of the use of formative assessments being used to affect real-time instructional choices; however, only ___% measured student progress or understanding.
Feedback: ___% of the lessons validated student understanding; only ___% were aligned to the learning target.
Active Participation: ___% of the lessons had evidence of planned activities; however, only ___% had a range of complexity.
Student Talk: Evidence that ___% of lessons gave students multiple opportunities for student talk; however, only ___% gave appropriate think time.

2. The implementation of **STUDENT TALK** will increase from 61% to 66% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher provides opportunities to work and communicate with classmates will increase from 75% to 80%.
- Student survey data regarding whether their teacher guides/supports student discussion will increase from 69% to 76%.
- Teacher survey data regarding current level of

implementation of student talk will increase from 77% to 80%.
- FONT Implementation data will increase from 31% to 40% (as measured by the frequency of selected key ideas in all phrases of student talk

Funding Sources for District Goal 1 (DEV - LCAP ID: 620)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	170304	Certificated- Salaries
Title I – Basic (4900/3010)	18235	Certificated- Timesheets
Title I – Basic (4900/3010)	23896	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	20710	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7331) (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 2.1.1   (SiteGoalID: 7331) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **ILLUMINATE**	1. Principal will pull Illuminate	1. *Benchmark Illuminate*

ASSESSMENTS: Teachers will administer Illuminate Assessments to all students. Staff will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.

2. **PLC COLLABORATION:** Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze data utilizing Illuminate and additional grade level data.

3. **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.
Certificated Timesheets
$6,000 Title One

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).

2. *Monthly:* Each Grade Level will complete a data analysis sheet to share with administrators.

3. Feedback from teachers on the effectiveness of the Data Days will be collected and shared with the staff at the next staff meeting.

Assessments: ____% of our students have taken all of the Illuminate Benchmark Assessments.

End of Trimester One: ____% of our students have taken all of the Illuminate End of Trimester One Assessments.

End of Trimester Two: ____% of our students have taken all of the Illuminate End of Trimester Two Assessments.

2. PLC notes were submitted to a shared Google document each week by ____teachers. ____% of grade levels completed a monthly data analysis sheet.

3. Teachers in Grades _____ held Data Days where they analyzed their students' Illuminate data and determined next steps in order to improve student learning.

GOAL MET:

Modifications Needed:

Site Goal 2.2   (SiteGoalID: 7327) (DTS: 12/13/23)

CAASPP TESTING:
Overall **ENGLISH LANGUAGE ARTS** (ELA) scores will increase from 32% to 36% for our **English Learners** meeting or exceeding standards.
Overall **MATH** scores will increase from 20% to 24% for our **English Learners** meeting or exceeding standards.

REDESIGNATION to FLUENT ENGLISH PROFICIENT:
The percentage of our English Learners that are re-designated as Fluent English Proficient will increase from 14% to 16%.

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY:
The percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the California State Department of Education's Dashboard will increase from 57% to 59%.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7327) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **ELPAC ASSESSMENTS:** ELPAC Initial Assessments, under the direction of a certificated time-sheeted teacher, will be completed within the first 30 days of school. ELPAC Summative Assessments will be given to all EL students beginning in February. ***Certificated Timesheet:*** *$20,701 EL Supplemental* EL coordination work will be managed by an administrator and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings. Light refreshments will be provided for ELAC Meetings. ***Materials/Supplies/Equipment:*** *$400 EL Supplemental* 2. **DESIGNATED ELD INSTRUCTION**: Teachers will provide designated ELD to EL students 30 minutes per day, 5 days per week (K- 15 mins), as required.	1. The percentage of completed ELPAC Assessments will be monitored by the Vice Principal bi-weekly. 2. Teachers will submit their ELD schedule for designated ELD instruction to 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.	1. ____% of Initial ELPAC Assessments were completed within the first 30 days of a newcomer arriving in our school. ____% of students were given the Summative ELPAC Assessment from February to May. *2.* Teachers submitted their schedule for designated ELD instruction to the Vice Principal. ____teachers had the correct number of ELD instructional minutes incorporated into their daily schedules. __% of teachers followed their ELD schedule as observed through walkthrough observations and recorded into FONT each trimester. **GOAL MET:** **Modifications Needed:**

Site Goal 2.3   (SiteGoalID: 7329) (DTS: 12/13/23)

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

The number of Accelerated Reader Quizzes taken was 24,287 as of March 9, 2024 and the percentage passed was 73%. Our goal will be to increase the number of quizzes taken.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1   (SiteGoalID: 7329) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **SUPPLEMENTARY RESOURCES:** Purchase supplementary resources to provide additional reading and math support that is accessible at home and in the school. Subscriptions - IXL, Accelerated Reader, Reflex Math, SCOPE, Guided Readers.com, etc... **Contracts-** *$25,000 Title One*	1. 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 SSC. The Principal will analyze all of the usage for each supplementary resource at the end of each trimester and share this with the staff at a staff meeting and with the SSC.	1. The usage for each supplementary resource was the following: **Reflex Math:** ___% overall usage. **Accelerated Reader:** The number of Accelerated Reader Quizzes taken was _____ as of March 9, 2025 and the percentage passed was ___%. **IXL:** ___% overall usage. **GOAL MET:** **Modifications Needed:**

Funding Sources for District Goal 2 (DEV - LCAP ID: 620)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	6000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	25000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	20701	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	400	Materials/Supplies/Equipment

District Strategic Goal 3:

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: 7326) (DTS: 12/13/23)

Our goal is to increase the positive culture and climate, as well eliminate disproportionality within our disciplinary practices at Kirchgater.

- 2023-2024 Suspension Rate Data: 0.1%.   **Goal for 2024-2025 will be to maintain less than 1%**
- 2023-2024 <u>Overall</u> Student Perception Survey: 72%. **Goal for 2024-2025 will be to increase to 80%**
- 2023-2024 <u>Overall</u> PBIS Tier I & Tier II TFI score: 96%. **Goal for 2024-2025 will be to increase to 100%**

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7326) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- How will you measure implementation? - How will you measure student improvement using formative data? - Who will collect the data, how often, and who will it be shared with?	- Are you making progress towards your desired outcome? - What is working or what is not working? - How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. **ASSIST RECESS MENTORS:** ASSIST Recess Mentors will work with students daily during recess	1. The Vice Principal will share the suspension rate with the staff, monthly. Our goal is	1. To date, we have had ____ student suspension(s).

and lunch times - instilling character development, keeping students focused and interacting in a positive manner.
Contracts:
$62,309 Supplemental Concentration

2. **0.5 FTE VICE PRINCIPAL/RESTORATIVE PRACTICE COORDINATOR:**
We are adding 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 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.
Certificated Salary:
$99,052 Supplemental Concentration 0.5 FTE Vice Principal

Each trimester, reteach student expectations on campus through daily PBIS Kick Off Lessons and our PBIS Passport.

Teachers will be encouraged to utilize Community Circles/Classroom Meetings as well as SEL Lessons each week. Increase our SEL implementation of *Character Strong.*

3. ***STUDENT LEADERSHIP:***

to maintain our suspension rate (to be less than 1%).

2. All SURVEY data will be shared with the SSC, parents and staff yearly.
Teachers will administer the *Student Perception Survey* to all students in grades 3-6, with a goal of growing from 72% to 80% or higher with a 100% student participation rate.

The Vice Principal will administer the *Staff Perception Survey,* with a goal growing to from 91% to 93% or higher with a 100% staff participation rate.

The Vice Principal will administer the *Parent Perception Survey* to parents, with a goal of growing from 93% to 95% or higher. We also want to increase our parent participation rate.

To determine our SEL implementation of *Character Strong* a Vice Principal will track how many lessons have been taught at each grade level each trimester. This data will be establishing a baseline for our school.

Restorative Practices will become school-wide through the introduction to RP to all staff members.

3. SOAs and Vice Principal will monitor daily student attendance and seek to have an improvement for our 5th and 6th grade students who attend *Leadership on the Lawn.*

4. Our PBIS Teams (Tiers I and II) will complete our annual TFI (Tiered Fidelity of Implementation) and will share the results with the staff, parents and SSC.

2. *Student Perception Survey* was given to all students in grades 3-6. Overall, our favorable percentage went from ___% to ___%.

Staff Perception Survey was given to all staff. Overall, our favorable percentage went from __% to __%

Parent Perception Survey was given to all parents. Overall, our favorable percentage went from ___% to ___%.

The SEL implementation of *Character Strong* showed __% usage each trimester.

The number of classrooms that utilize Community Circles will increase. This year will be our baseline data year.

3. Students' attendance for grades 5 & 6 have increased from ___ to ___%.

4. Our **PBIS Tier I** Fidelity Score went from 93% to ____**%** for 2024-2025. Our **PBIS Tier II** Fidelity Score went from 100% to ____% for 2024-2025. We received the _____ PBIS Implementation Award.

GOAL MET:

Modifications Needed:

The program, *Leadership on the Lawn,* will be brought to our 5th & 6th Grade students. This half day long activity encourages students to attend school each day and to become leaders in our school.
Contracts:
$2,005 Title One

4. **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.

Funding Sources for District Goal 3 (DEV - LCAP ID: 620)		
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)	2005	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	99052	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)	62309	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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: 7325) (DTS: 12/13/23)

Our goal is to **decrease our chronic absenteeism.**

- In 2023-2024, 20% of our students were chronically absent. **Our goal for 2024-2025 is to decrease this to 15%.**

Metric: Percent Chronically Absent

Action 4.1.1   (SiteGoalID: 7325) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
1. **ATTENDANCE IMPROVEMENT:** Communicate to families in multiple ways regarding our absence policy any WHY it is important to attend school. Make personal phone calls home and text messages from our office staff after 2 days of absences. All contacts logged into Synergy. Recruit our Spanish-speaking Parent Liaison (PL) to make calls to our Hispanic/Latino families and have her reach out to offer support. The school will provide the PL with the list of families, the PL will keep a log of contacts in Synergy, PL to follow up on parent needs to assist getting their child to school each day, on time and help to determine barriers to attendance. Follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. Establish a CICO for chronically absent students.	1. Teachers, SOAs, Administrators and Parent Liaison to document parent communication in Synergy daily. Administration will gather and analyze attendance data monthly. In addition they will log and monitor early dismissals and tardy frequencies for our students. The Administrative team will analyze data to see if there is an improvement in attendance and share this information with staff members via email and through Talking Point messages to parents. Administration to 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.	1. SOAs, Administrators and Parent Liaison have documented over _____ parent communications into Synergy, Talking Points, and School Messenger. Positive attendance rate each trimester is as follows: ___% End of Trimester 1 ___% End of Trimester 2 ___% End of Trimester 3 Significant Subgroup Attendance Data: ___% to ___% for Hispanic students ___% to ___% for AA students ___% to ___% of SWD ___% to ___% of Two or More students ___% to ___% of White students The Administration reviewed and monitored students who met the chronically absent criteria (10% or more absence rate) biweekly with a District Attendance Representative. Positive chronically absent rate each trimester is as follows: ___% End of Trimester 1 ___% End of Trimester 2 ___% End of Trimester 3 Significant Subgroup Data: ___% to ___% for Hispanic students ___% to ___% for AA students ___% to ___% of SWD ___% to ___% of Two or More students ___% to ___% of White students

| | | **GOAL MET:**

Modifications Needed: |
| --- | --- | --- |
| | | |

Site Goal 4.2   (SiteGoalID: 7330) (DTS: 12/13/23)

Increase opportunities and attendance for parents and community members to participate in school-wide events.

From the **Parent Perception Survey**, we will increase parent's feelings of involvement and parent education opportunities from 93% to 95%.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 7330) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
FAMILY & COMMUNITY ENGAGEMENT: Increased attendance at parent conferences. Increase school-wide Family and Community Engagement programs and communication such as: • Parent/Teacher conferences • Back to School Night • Music & Art Night	Parent Conference sign-in sheets will be collected by the teachers and turned into the Principal. After each parent event and survey, the administration will analyze the data to determine if there has been an increase in participation and parent satisfaction with our school. The Vice Principal will ensure we have posted photos of school events on our school website and	The participation rate for our Parent Conferences will increase from ___% to ___%. Our parent satisfaction rate went from __% to __%. Our school website is kept up-to-date by our Computer Resource Teacher and our school's Facebook page has been updated by the District. We have held ___ parent

- ***Parent Engagement activities such as***: Family Writing and/or Math Night with support from FACE; Family STEM Night; FTAT family engagement activities; AVID Education Night; Latino Family Literacy; Supporting Your Child's Mental Health (in Spanish); Supporting Your Child's Mental Health (in English); 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 each month
- 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
- Multiple opportunities for parents to chaperone educational field trips

Contracts:
$500 Title One
Materials/Supplies/Equipment:
$8,595 Title One

Facebook bi-weekly.

Increased daily usage of teacher-student-parent communication through the use of student planners. The use of Student Planners will be monitored at the end of each trimester by the AVID Grade Level Leaders.
Increased parent participation in our parent education opportunities. The number of home visits will be logged throughout the school year and will be reported to the Vice Principal as they occur so an accurate count can be kept. All of this information will be shared with the staff at staff meetings and with the School Site Council.

education opportunities that include:

GOAL MET:

Modifications Needed:

Funding Sources for District Goal 4 (DEV - LCAP ID: 620)

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)	500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	8595	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

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	$170304	$0	$0	$0	$170304
Certificated- Timesheets	$18235	$6000	$0	$0	$24235
Classified- Salaries	$23896	$0	$0	$0	$23896
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$20710	$25000	$2005	$500	$48215
Materials/Supplies/Equipment	$10000	$0	$0	$8595	$18595

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$99052	$0	$99052
Certificated- Timesheets	$0	$0	$0	$0	$0
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$62309	$0	$62309
Materials/Supplies/Equipment	$0	$0	$0	$0	$0

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	$0	$20701	$0	$0	$20701
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$400	$0	$0	$400

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) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$285,245	$243,145	$31,000	$2,005	$9,095	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$161,361	$0	$0	$161,361	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$21,101	$0	$21,101	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$467,707	$243,145	$52,101	$163,366	$9,095	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$285,245	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$182,462				

		Signatures: (Must sign in blue ink)	Date
Principal	Cheri Sanchez		
School Site Council Chairperson	Richard Padilla		
EL Advisory Chairperson	Maria DeLourdes Heredia		