Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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 four Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2021-2022 school year. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.
 	
During Kirchgater Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal meets periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Kirchgater's data related to EGUSD's four strategic goals and our progress toward our goals. The Council provides input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:
 	
   - Kirchgater Leadership Team Meetings on 9/21/20, 10/19/20, 11/9/20, 12/14/20, 1/25/21, 3/8/21, 4/19/21, 5/17/21
   - School Site Council on 9/17/20, 12/10/20, 2/11/21, 3/11/21, 5/13/21
   - ELAC on 9/15/20, 11/12/20, 1/28/21, 5/27/21
   - Staff meetings on 8/10/20, 8/31/20, 10/5/20, 11/2/20, 12/7/20, 1/11/21, 2/1/21, 3/1/21, 4/5/21, 5/3/21, 6/7/21
   - Back to School Night and Title One Meeting on 9/15/20
   - Staff Survey in April 2021
   - EGUSD Parent, Staff and Student Surveys Fall 2020 Spring 2021
   - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

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 added: Part time Paraprofessionals for assistance with students in Grades 4-6 and with any combination classrooms. Additional part-time Academic Intervention Teachers to assist struggling students.

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1	

Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, Fountas & Pinnell Running Record data and I-Ready data and increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the CAASPP/SBAC 2021 and the California's Accountability Dashboard:

- Hispanic students will move from 24% meets or exceeds standards to 34% (Orange to Yellow)
- African American students will move from 24% meets or exceeds standards to 34% (Red to Orange)
- Asian students will move from 43% meets or exceeds standards to 53% (Yellow to Green)
- Students with 2 or more races will move from 26% meets or exceeds standards to 36% (no performance color)
- EL students will move from 18% meets or exceeds standards to 28% (Orange to Yellow)
- Students with Disabilities will move from 16% meets or exceeds standards to 21% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 31% meets or exceeds standards to 41% (Orange to Yellow)
- ELA OVERALL/SCHOOLWIDE = Will move from 33.19% to 36% (Orange to Yellow)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2021 and the California's Accountability Dashboard:

- Hispanic students will move from 18% meets or exceeds standards to 23% (Orange to Yellow)
- African American students will move from 18% meets or exceeds standards to 23% (Red to Orange)
- Asian students will move from 37% meets or exceeds standards to 42% (Green to Blue)
- Students with 2 or more races will move from 29% meets or exceeds standards to 34% (no performance color)
- EL students will move from 20% meets or exceeds standards to 25% (Yellow to Green)
- Students with Disabilities will move from 23% meets or exceeds standards to 28% (Red to Orange)
- Socioeconomically Disadvantaged students will move from 26% meets or exceeds standards to 30% (Yellow to Green)
- MATHEMATICS OVERALL/SCHOOLWIDE = Will move from 28.54% to 30% (Yellow to Green)

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Tier II Interventions: Our **Academic Intervention Teacher(s)** will utilize small group instruction and Highly Effective Learning Strategies for struggling students. The focus for the AITs will be with struggling students in Kindergarten through Grade 3. In addition, we will offer after school supplemental instruction for struggling students by our fully credentialed teachers. **Paraprofessionals** will be utilized to assist struggling students in Grades 4-6 as well as	**Research Base for Guided Reading as an Instructional Approach**, Fountas & Pinnell 2010 John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Small Group Learning** Effect Size 0.49	**1.** Intervention instruction will focus on assistance to underperforming students. Student's Fountas & Pinnell Benchmark Assessments along with the EGUSD K-1 BPST Assessments will be used to monitor student progress. For our EL Intervention, students will take a pre and post assessment on the EL online platform, "Imagine Learning." Monitor student and class progress through the use of I-Ready Assessment Data to predict

in any combination classrooms.
Newcomers & English Learners (K-6): Part-time Academic Intervention Teacher(s) will be utilized to assist our struggling English Learners by providing EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction.

- **Reading Phonic Instruction** Effect Size 0.60
- **Reading Comprehension Programs** Effect Size 0.58

what percentage of students will be on grade level or above according to the CAASPP Assessment.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$11138	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$20000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$133644	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. APC Coordinator will coordinate the ASES GATOR XL Program along with helping to reinforce and carry out our school priorities. **2.** The paraprofessionals in the ASES GATOR XL Program will receive professional development on Small Group Instruction and in the effective use of our smart board technology. **3.** Purchase teacher resource books, assessment resources/kits and supplemental instruction in order to further support reading to students at their instructional levels.	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Small Group** Learning Effect Size 0.49 • **Reading Phonics Instruction** Effect Size 0.60 • **Reading Comprehension** Programs Effect Size 0.58	**1.** APC informal and formal evaluation and feedback. **2. & 3.** Conducting a teacher & paraprofessional survey on their self-efficacy, collecting baseline self-efficacy data at the beginning of the school year and a post-survey at the end of the school year.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$10000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$46737	Certificated Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Grade Level Data Analysis Provide teacher release time for teachers to analyze data and collaborate around research-based best practice that leads to high quality initial instruction. **2. Professional Development:**	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Teacher Clarity** Effect Size 0.75 • **Professional Development E**ffect Size 0.62	**1.** Improved student achievement according to our district and school-wide assessment data. **2. & 3. & 4. & 5. & 6.** Sign in sheets and surveys from professional development sessions

Framework for High Quality Instruction
Provide professional development on the Framework for High Quality Instruction with an emphasis on Students Interacting with Content.

3. Professional Development: Use of DATA
Provide additional professional development for all teachers on how to further utilize the I-Ready integrated blended learning program for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.

4. Professional Development: AVID
Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities.

5. Professional Development: Culturally Responsive Teaching As a follow up to the prior year's PD in this area, offer professional development opportunities in the area of culturally responsive teaching practices.

6. Professional Development: Parent Communication Hold a PD session on how to email progress reports to parents, how to utilize Talking Points as a means of parent communication, and other ideas on how to increase parent-teacher communication.

- **Collective Teacher Efficacy** Effect Size 1.57

A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities, Voelkel R. (2011).

Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.

4. We currently have 24/29 teachers trained (83%), 3/3 administrators trained (100%), 3/4 special education staff (75%), and 1/1 Intervention Teacher (100%) trained in AVID, thus allowing us to quickly move to school-wide implementation of AVID. We aim to have approximately 95% staff members trained in AVID.

Currently, according to our annual 2020-2021 **AVID CCI** (Coaching & Certification Instrument), we have the following indicators: Number of AVID Indicators at each Level
Does Not Meet AVID Implementation Expectations: 2
Meets AVID Implementation Expectations: 11
Emerging AVID Schoolwide: 20
Sustaining AVID Schoolwide: 7

Our goal is to increase our implementation in all areas.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$20000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$52193	Contracts/Services	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. GATE students will taught by time-sheeted teachers to teach **GATE enrichment classes after school**. **2.** Materials or supplies will be purchased to support the GATE After School Program.	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** - **Instructional Quality** Effect Size 1.0 - **Small Group Learning** Effect Size 0.49 - **Creativity Programs** Effect Size of 0.65	**1.** Increase in number of students participating in GATE. For the 2019-2020 school year we had 45 students qualify under the District's GATE criteria. **2.** SBAC scores of these students will be at the "Standard Exceeded" or "Standards Met" level in both Mathematics & English/Language Arts. Students will perform at the "Met" or "Exceeded" level on the I-Ready program in both Mathematics & ELA.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$2897	Certificated Salaries	Edit	Delete
GATE (7105/0000)	$1500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Maintain **Library Technician** hours from 2018-2019 levels. **2.** Increase the use of the **"We Both Read"** Early Literacy Program.	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning**. • **Exposure to Reading**, Effect Size 0.42 **Research supports that school libraries are most appropriate for reading and reinforcing the reading process** (Roscello, 2003-2004). **Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation** (Roscello, 2003-2004). **A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement**, (D. Kachel, 2013).	**1.** The number of books students checked out of the library will increase a prior year. We had 26,367 books checked out of the library during the 2019-2020 school year (as of March 9, 2020). The number of Accelerated Reader Quizzes taken was 24,306 as of March 9, 2020 and the percentage passed was 72.3%. Our goal will be to increase by at least 3%. **2.** The Library Technician will be working with parents, families and teachers in order to fully implement the **"We Both Read"** program. Schoolwide Data will be collected and analyzed on all students who check out the **"We Both Read."** This will be our baseline year for this data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$17612	Classified Salaries	Edit	Delete

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

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

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Data Analysis Teachers will meet each week during their Early Out Thursday Collaboration time to	Voelkel, R. (2011). **A Case Study of the Relationships Between Collective Efficacy and Professional Learning**	**1.** A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning (to determine our baseline) and end of the school

discuss their students' progress utilizing grade level or school-wide data.	**Communities** John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning** • **Collective Efficacy** Effect Size 1.57	year in order help determine if teacher efficacy is increasing.

Funding Source	Amount	Description of Use		

Site Goal 2.2

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

Our redesignation rate for our English Language Learners has been the following: 11% for 2016-2017; 14% for 2017-2018; 21% for 2018-2019; for 2020-2021 9%. Our goal for 2021-2022 will be 13% or more.

Our overall ELPAC scores will be maintained at a **HIGH** Level. During the 2018-2019 school year, **58%** of our EL students were making progress towards English language proficiency which equated to a HIGH rate of performance as determined by the California State Department of Education's Dashboard. We aim to increase this to **60%**, **maintaining the HIGH Level of performance**.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group
• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Our ELPAC & EL Coordinator is an administrator at our school site who will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The assessments will be conducted by certificated staff members. **2.** EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and redesignating of students. **3.** Our EL students who are struggling academically will be identified by the analysis of all data collected on each student. Additional assistance to the students will be provided by our school Bilingual Assistants as well as by our AIT and/or paraprofessionals.	**English Language Proficiency Assessments for California**, CDE website	**1.** Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become redesignated. **2.** The goal is for ELAC meetings to have 10% more attendees than the previous year. **3.** We will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 60% or more of our EL students making progress towards English proficiency.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$10000	Certificated Salaries	Edit	Delete

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Site Goal 2.3

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

The percentage of I-Ready READING lessons passed in 2020-20201 was 77% and in MATH was 82%. Our goal for the 2021-2022 will be increase

both by 2%.

Brain-Pop usage for the 2020-2021 school year: 491 students watched a movie, 147 took a quiz, 4 students made a concept map, 100 students played a game. This resource was purchased in the Spring of 2021, so the lower usage is reflective of this.

The number of Accelerated Reader Quizzes taken was 24,306 as of March 9, 2020 and the percentage passed was 72.3%. Our goal will be to increase by at least 3%.

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Accelerated Reader Purchase supplementary resources to provide additional reading support that is accessible at home and in the school. **2. I-Ready:** Students in grades K-6 will access **I-Ready online instruction** for 30 to 45 minutes a week in Reading and 30 to 45 minutes a week in Mathematics in order to complete lessons which have been differentiated to meet their individual needs. **3. Brain-Pop** gives students and teachers access to standards-aligned topics to build background and deepen learning across our curriculum, SEL-themed topics, and embedded creative and computational projects.	Research supports building student reading fluency and comprehension using <u>high interest, interactive programs which provide feedback and adjust to student performance levels.</u> **Educational Research Institute of America** found that i-Ready Diagnostic scores predicted actual scores on New York State Math and English Language Arts assessments within one grade level with at least 95% accuracy.	**1.** The Accelerated Reader Data will show an increased usage of the Accelerated Reader Program and an average pass rate of the quizzes of at least 75.2%. **2.** Teachers will monitor student use of I-Ready for 30 to 45 minutes a week as well as the percentage of lesson passed. Goal is to have all students pass at least 79% of all READING lessons and 84% of all MATH lessons. **3.** The Brain-Pop data will show teacher and student usage increase above this year's usage.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5528	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$3250	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$20910	Contracts/Services	Edit	Delete

Actions/Services 2.3.2

Principally Targeted Student Group

• School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. 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.	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.	**1.** Work orders, supply inventory records, site equipment matrix.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$37646	Materials/Supplies/Equipment	Edit	Delete

District Strategic Goal 3:	District Needs and Metrics 3:
All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	**Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:** • **Cohort Graduation** • **Expulsion** • **HS Dropout** • **MS Dropout** • **Other (Site-based/local assessment)** • **School Climate** • **Social Emotional Learning** • **Suspension**

Site Goal 3.1

Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution grades 1-6 by utilizing additional yard supervision during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports. In addition, we will increase the positive culture and climate at Kirchgater by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior.

Our goal is to decrease the disproportionality amongst subgroups in regards to the number of __SUSPENSIONS__ according to the California's Accountability Dashboard:

- Hispanic students will move from Green to **Blue**
- <u>African American students will move from Yellow to **Green**</u>
- Asian students will remain Blue to **Blue**
- Students with 2 or more races will move from Green to **Blue**
- EL students will move from Green to **Blue**
- Students with Disabilities will move from Green to **Blue**
- Socioeconomically Disadvantaged students will move from Green to **Blue**
- **SUSPENSIONS OVERALL/SCHOOLWIDE** = 7.6% in 2017; 3.8% in 2018; 2.1% in 2019; 0% in 2020; **Goal for 2021-2022 will be 1.4%** (Green to **Blue**)

Metric: Suspension	

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Decrease the disproportionality of our suspension rate by having a **Restorative Practice Coach** work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.	**Decreasing Disruptive Behavior** Effect Size 0.53 **Self-Concept** Effect Size 0.46 **Motivation** Effect Size 0.48 **Reducing Anxiety** Effect Size 0.48 Lewis, T. J., Colvin, G., Sugai, G. (2000). **The effects of pre-correction and active supervision on the recess behavior of elementary school students**. Education and Treatment of Children. Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). **Behavioral school psychology goes outdoors: The effect of organized games on playground aggression**. Journal of Applied Behavior Analysis.	**1.** Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data from the Restorative Practice Coach at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$20125	Certificated Salaries	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group
• All • Black or African American • Foster Youth • Hispanic or Latino

Specific Actions to Meet Expected Outcome	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of the Actions/Services?**
1. Character Development Coaches will be secured to ensure our students uphold to our school-wide expectations (Be Kind, Be Safe, Be Responsible, Be Respectful). We aim to increase our positive school culture and climate on campus and increase our students' social emotional learning by utilizing Yard Supervision that is specifically trained for character development and the ability to organize and manage intramurals during morning and lunch recesses and after school on early out Thursdays. They will reinforce our school wide *PBIS Guidelines for Success* and character values.	**Decreasing Disruptive Behavior** Effect Size 0.53 **Self-Concept** Effect Size 0.46 **Motivation** Effect Size 0.48 **Reducing Anxiety** Effect Size 0.48 **Are We Losing Play Without Purpose?** Sarah Sparks, 2017 **Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression**, Murphy, H.A., 1983.	**1.** Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of decreased behavior referrals at bi-weekly PBIS Tier II Meetings.

Funding Source	**Amount**	**Description of Use**		
Title I – Basic (4900/3010)	$9244	Classified Salaries	Edit	Delete

Actions/Services 3.1.3

Principally Targeted Student Group
• All

Specific Actions to Meet Expected Outcome	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of the Actions/Services?**
1. Positive Reward Systems Support the PBIS Program by providing positive signage, purchase benches with positive messages, and hold Student of the Month Assemblies in our daily morning assemblies. **2.** Develop consistency in practice with PBIS in every classroom as well as in all parts of our school.	**Altering School Climate Through School wide Positive Behavioral Intervention and Support,** Bradshaw C., 2009 **Classroom Management** Effect Size 0.56 **Classroom Cohesion** Effect Size 0.53 **Teacher-Student Relationships** Effect Size 0.52	**1.** Decrease in our suspension rate (to be under 1.4%) and an increase in a positive school culture as indicated on our student surveys. **2.** Our Tier I Fidelity Score was 77% for 2020-2021. We aim to increase this to be above 95% for 2021-2022. **2.** Our Tier II Fidelity Score was 96% for 2020-2021. We aim to increase this to 100% for 2021-2022.

Funding Source	**Amount**	**Description of Use**		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	$2807	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.4

Principally Targeted Student Group
• All • Black or African American • Foster Youth • Low Income • SWD

Specific Actions to Meet Expected Outcome	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of the Actions/Services?**
1. Science Camp for Grades 5 & 6: Support the ability for ALL students to attend Science Camp	**American Psychological Association, School Connectedness.** Klem, A. and Connell, J. (2004). Relationships matter:	**1.** The percentage of students who attend camp will increase, particularly our African American, special education, homeless and

linking teacher support to student engagement and achievement. *Journal of School Health* 2004;74(7):262-273. Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Research has shown that students who feel connected to their school are more likely to have better academic achievement, including higher grades and test scores, have better school attendance and stay in school longer.

foster youth; therefore, increasing student connectedness to our school.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$12000	Contracts/Services	Edit	Delete

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- **Attendance Rate**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

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

- Our goal is to close the gap between subgroups in regards to the number of **CHRONICALLY ABSENT STUDENTS** according to the California's Accountability Dashboard:
- Hispanic students will move from Yellow to **Green**
- African American students will move from Orange to **Yellow**
- Two or More Races will move from Red to **Orange**
- Asian students will move from Orange to **Green**
- EL students will move from Green to **Blue**
- Students with Disabilities will move from Red to **Orange**
- Socioeconomically Disadvantaged students will move Yellow to **Green**
- **CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE** = 15.4% in 2018; Dropped to 14.8% in 2019; Continued to drop to 12.6% in 2020; Our Goal for 2021-2022 is 10.2% (Yellow to **Green**)

Metric: Chronic Absentee Rate

Actions/Services 4.1.1

Principally Targeted Student Group

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

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

Funding Source	Amount	Description of Use		

Site Goal 4.2

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

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

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Increase school-wide Family and Community Engagement programs such as • Parent/Teacher conferences • Back to School Night • Open House - Music & Art Night • Parent-Vue Usage & Training • Ensure home/school communications/flyers are translated • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media • Utilize FACE personnel to host a Family Writing Night. • Utilize **Sierra Nevada Journeys** for a Family Science Night. • Utilize AVID personnel to host AVID Education Night • Family Lunch Time in the Quad each month. **2.** Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. **3.** Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading. **4.** Purchase additional **We Both Read** leveled readers for parents and students to read together nightly.	John Hattie's **Visible Learning for Teachers** identifies the effect size of various influences on student learning. • Parental Involvement 0.51 Back to school: How parent involvement affects student achievement • http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.html **Parent Involvement and Student Achievement: A Meta-Analysis**, William Jeynes, 2005 **Parental involvement in Learning** Effect Size of 0.51	**1.** Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. Increased usage of our school website and Facebook posts. **2.** Increased daily usage of teacher-student-parent communication through the use of student planners. **3.** Increased parent participation in our parent education opportunities. **4.** Data will be collected and analyzed on all students who check out the "**We Both Read**" books and/or the Book Back Packs in comparison to the increase in their reading level based on Fountas & Pinnell Benchmark Assessments. This will be our baseline year for this data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	$500	Contracts/Services	Edit	Delete

Actions/Services 4.2.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. The Library Technician will support community involvement through school and community activities such as Principal Meet & Greets, ***We Both Read*** Literacy Program, Kindergarten Orientation, Early Literacy Workshops for Parents and other activities which help connect the school and the community. We will purchase additional ***We Both Read*** books.	**Parent Involvement and Student Achievement: A Meta-Analysis**, William Jeynes, 2005 **Parental involvement in Learning** Effect Size of 0.51 **Research supports that school libraries are most appropriate for reading and reinforcing the reading process** (Roscello, 2003-2004). **Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation** (Roscello, 2003-2004).	**1.** Data will be collected and analyzed on all students who check out the "***We Both Read***" books in comparison to the increase in their reading level based on Fountas & Pinnell Running Records. This will be our baseline year for this data.

Funding Source	Amount	Description of Use		

Justification of School-Wide Use of Funds

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Anna Kirchgater Elementary - 298

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$25,521	$25,521	$25,521	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	34.875	$0	$3,932,612	$3,932,612	$3,932,612	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.83	$0	$109,689	$109,689	$109,689	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$49,833	$49,833	$49,833	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$219,034	$219,034	$0	$0	$219,034	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$22,932	$22,932	$0	$0	$22,932	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7111 Administrative Support - Title I **0000** Unrestricted	0.5	$0	$69,492	$69,492	$0	$0	$69,492	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$21,138	$21,138	$11,138	$10,000	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7534 Site Custodial Services **0000** Unrestricted	0.5	$0	$39,282	$39,282	$0	$0	$39,282	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.725	$0	$392,264	$392,264	$300,186	$67,334	$21,244	$3,500	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$5,867	$5,867	$5,867	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$44,506	$44,506	$44,506	$0	$0	$0	$0
4720 Office of Expanded Learning **4124** ESSA: Title IV, Part B, 21st Century	0.1	$26,359	$150,779	$177,138	$177,138	$0	$0	$0	$0

Community Learning Centers Program								
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.5625	$0	$110,692	$110,692	$0	$0	$110,692	$0	$0
4900 Director of School Improvement Support **5860** Title I - Afterschool - District (rolls to 3010)	0.375	$0	$15,490	$15,490	$0	$0	$15,490	$0	$0
4720 Office of Expanded Learning **5862** Equitable Access (rolls to 4124)	0	$23,809	$47,722	$71,531	$71,531	$0	$0	$0	$0
4720 Office of Expanded Learning **6010** After School Education and Safety (ASES)	0.55	$24,713	$189,333	$214,046	$214,046	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	3.05	$0	$196,294	$196,294	$196,294	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	0.75	$0	$77,720	$77,720	$77,720	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	48.8175	$74,881	$5,725,597	$5,800,478	$5,220,478	$77,334	$499,166	$3,500	

Total Funds Provided to the School Through the Consolidated Application	TBD			
Total Federal Funds Provided to the School from the LEA for CSI	N/A			
Subtotal of additional federal funds included for this school	$817,488			
Subtotal of state or local funds included for this school	$4,982,990			

Title I Centralized Services				
Title I Foster Youth	$8,402	Title I Homeless	$5,286
Title I Centralized Services	$94,867	Title I Preschool	$0

Principal   **Cheri Sanchez**

School Site Council Chairperson   **Odie Douglas**

EL Advisory Chairperson   **Sebghatullah Mehrabi**