



Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Cheri 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

IV. Goals, Actions and Services

Anna Kirchgater Elementary | Focused Work: 2022-2023

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 its 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 2022-2023 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 9/20/21, 10/18/21, 11/29/21, 12/14/21, 1/24/22, 3/28/22, 4/18/22, 5/16/22
- School Site Council on 10/28/21, 12/2/21, 2/3/22, 4/28/22, 5/19/22
- ELAC on 11/9/21, 1/27/22, 4/20/22, 5/25/22
- Staff meetings on 8/9/21, 10/4/21, 11/1/21, 12/6/21, 1/10/22, 2/7/22, 3/7/22, 4/4/22, 5/2/22, 6/6/22
- Back to School Night and Title One Meeting on 8/17/21
- Staff Survey in April 2022
- EGUSD Parent, Staff and Student Surveys Fall 2021 Spring 2022
- 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:

- It is recommended that the interventions in place will be continued. In addition, two additional full-time Academic Intervention Teachers will be added for assistance with struggling students in Grades K-6 (for a total of 3 full-time Academic Intervention Teachers).
- Additional interventions in place will continue to support student growth. These include professional development for teachers, release time for observation, data meetings, professional development, and targeted intervention during the school day.
- Time-sheeted certificated intervention support will be continued to be implemented as originally planned.

Resource Inequities

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

No resource inequities have been discovered. With Title I, Supplemental Concentration, EL Supplemental, GATE, ESSER and general funding our current students' academic needs are met to the greatest extent possible.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

District Needs and Metrics 1:

All students will have access to standards

Students need high quality classroom

aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

- 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, and Fountas & Pinnell Benchmark Assessments to 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 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 33% meeting or exceeding standards to 32% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 16% meeting or exceeding standards to 8%
- EL students **declined** from 18% meeting or exceeding standards to 13%
- African American students **declined** from 24% meeting or exceeding standards to 15%
- Hispanic students **declined** from 24% meeting or exceeding standards to 17%
- White students **declined** from 30% meeting or exceeding standards to 18%
- Pacific Islander students **declined** from 57% meeting or exceeding standards to 55%
- Asian students **increased** from 43% meeting or exceeding standards to 44%
- Students with 2 or more races **increased** from 26% meeting or exceeding standards to 33%
- Filipino students **increased** from 50% meeting or exceeding standards to 75%
- Socioeconomically Disadvantaged students **remained the same** at 31% meeting or exceeding standards
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 32% to 36% meeting or exceeding standards on the 2022 CAASPP.**

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 28% meeting or exceeding standards to 24% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 21% meeting or exceeding standards to 7%
- African American students **declined** from 18% meeting or exceeding standards to 10%
- Hispanic students **declined** from 18% meeting or exceeding standards to 10%
- EL students **declined** from 20% meeting or exceeding standards to 16%
- Students with 2 or more races **declined** from 29% meeting or exceeding standards to 17%
- White students **increased** from 19% meeting or exceeding standards to 21%
- Socioeconomically Disadvantaged students **declined from** 26% meeting or exceeding standards to 22%
- Pacific Islander students **declined** from 43% meeting or exceeding standards to 27%
- Asian students **declined** from 37% meeting or exceeding standards to 34%
- Filipino students **declined** from 67% meeting or exceeding standards to 60%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 24% to 28% meeting or**

exceeding standards on the 2022 CAASPP.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

• Asian • Black or African American • EL • Foster Youth • Low Income • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Tier II Interventions: Our Academic Intervention Teachers will utilize small group instruction and Highly Effective Learning Strategies for struggling students in kindergarten through sixth grade. (Salaried Teachers: 1 from District ESSER funding 1 from Title One \$135,000/3010 1 from Supplemental Concentration \$75,000/7101 Time-sheeted Teachers for Kindergarten & Grade 1: Two from District ESSER funds and 1 Time-sheeted Teacher for primary grade(s) paid out of Title One \$40,000/3010)</p> <p>2. School-wide Implementation of AVID. Purchase supplies and materials in order to support this program at our school. (Supplies & Materials \$20,000/3010 Title One)</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58 	<p>1. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • The number of student exiting the Intervention will be determined each trimester. • Grade level benchmark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks. <p>2. Effectiveness will be measured by the effective implementation of our AVID Program and its annual site evaluation.</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$75000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$135000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$40000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$20000	Materials/Supplies/Equipment	

Actions/Services 1.1.2

Principally Targeted Student Group

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>What is the Research Confirming this is an Effective Practice?</p>	<p>How will you Measure the Effectiveness of each Action/Service?</p>
<p>1. Professional Development: Assessment Literacy & Grade Level Data Analysis Opportunities Provide additional professional development for all teachers on how to further utilize EGUSD's Illuminate Assessments 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. (Timesheet Substitute Teachers \$30,000/3010 Title One)</p> <p>2. 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. (Contract/Services \$55,824/3010 Title One)</p> <p>3. Professional Development: ALL staff will receive Professional Development from CPL (Curriculum & Professional Learning Department) on Students Interacting with Content - high quality instruction with culturally and linguistically responsive indicators. In addition, staff can select from choice examples, as well. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction and Data for Equity. In addition, the following PD Opportunities for all will be available from the Equity Department: Compassionate</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Teacher Clarity Effect Size 0.75 • Professional Development Effect Size 0.62 • Collective Teacher Efficacy Effect Size 1.57 <p>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities, Voelkel R. (2011).</p> <p>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.</p>	<p>1. & 2. & 3. & 4. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • Sign in sheets and surveys from professional development sessions • Administration will attend weekly PLC meetings to insure practices are being implemented • Classroom walkthroughs to see implementation of culturally responsive strategies • Grade level Benchmark Assessments quarterly • Grade level common formative assessments provided through PLC reporting forms monthly

Dialogue, What is Implicit Bias?, Becoming Racially & Ethnically Conscious, The Impact of Microaggressions, How to Talk about Race, and Beyond He or She.

4. 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.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$30000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$55824	Contracts/Services /Subscriptions	

Actions/Services 1.1.3

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. GATE students will taught by time-sheeted teachers to teach GATE enrichment classes after school (Timesheet certificated teacher \$2500/7105 GATE Funds)</p> <p>2. Materials or supplies will be purchased to support the GATE After School Program (Materials/supplies/equipment \$1897/7105 GATE Funds)</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Instructional Quality Effect Size 1.0 • Small Group Learning Effect Size 0.49 • Creativity Programs Effect Size of 0.65 <p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. Kulik, J. & Kulik, C.L. (1992) & (1990) Classroom Organizational Frameworks for Gifted Education.</p>	<p>1. & 2. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> • Review site data and maintain and/or increase the percentage of students participating in our GATE program. • Student participation data will be reviewed twice each year • The administration of the yearly NNAT assessments and district GATE referral process.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	\$2500	Certificated- Salaries	
GATE (7105/0000)	\$1897	Materials/Supplies/Equipment	

Actions/Services 1.1.4

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Maintain Library Technician hours from 2021-2022 levels. (Classified Salary \$21581/3010 Title One)</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Exposure to Reading, Effect Size 0.42 <p>A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement, (D. Kachel, 2013).</p>	<p>1. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> • The number of books students checked out of the library will increase from the prior year. We had 24,533 books checked out of the library during the 2021-2022 school year (as of March 9, 2022). The number of Accelerated Reader Quizzes taken was 19,463 as of March 9, 2022 and the percentage passed was 76.7%. Our goal will be to increase by at least 3%. • Student surveys

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$21581	Classified- Salaries	

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 our student assessment data in order to progress monitor students and determine "Next Steps" in instructional planning.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Data Analysis Teachers will meet each week during their Early Out Thursday Collaboration time to discuss their students' progress utilizing grade level or school-wide data.</p>	<p>Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></p> <p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <ul style="list-style-type: none"> • Collective Efficacy Effect Size 1.57 <p>Bloomberg P., Pitchford B (2017). <u>Leading Impact Teams: Building a Culture of Efficacy</u></p>	<p>1. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> • A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning (to determine our baseline) and end of the school year in order help determine if teacher efficacy is increasing. • Teacher Survey Results

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. We aim to increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. We will 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 re-designation rate for our English Language Learners has been the following: 21% for 2018-2019; 9% for 2020-2021 and 9% for 2021-2022. Our goal for 2022-2023 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. During 2020-2021 we increased this to 65.9%. We aim to increase this to **67%, maintaining the HIGH Level of performance.**

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. (Certificated Timesheets \$22,078/7105 EL Supplemental)</p> <p>2. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students. (Supplies/Materials \$400/7105 EL Supplemental)</p> <p>3. <u>Newcomers & English Learners (K-6): Part-time Academic Intervention Teacher(s)</u> 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. (Timesheet Certificated Teacher: \$22,478/3010 Title One)</p>	<p>English Language Proficiency Assessments for California, CDE website</p> <p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <ul style="list-style-type: none"> • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58 	<p>Effectiveness will be measured though the following:</p> <ol style="list-style-type: none"> 1. Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become re-designated. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 67% or more of our EL students making progress towards English proficiency. 2. The goal is for ELAC meetings to have 10% more attendees than the previous year. 3. Effectiveness will be measured though the following: <ul style="list-style-type: none"> • The number of student exiting the Intervention will be determined each trimester. • Grade level benchmark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$22078	Certificated- Salaries	
EL Supplemental (7150/0000)	\$400	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$22478	Certificated- Salaries	

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 number of Accelerated Reader Quizzes taken was 19,566 as of March 9, 2022 and the percentage passed was 76.4%. Our goal will be to increase by 3%.

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Accelerated Reader Purchase supplementary resources to provide additional reading support that is accessible at home and in the school. (Subscription \$6,000/3010 Title One)</p> <p>2. IXL: Students in grades K-6 will utilize IXL online instruction in Reading and Mathematics in order to complete lessons which have been differentiated to meet their individual needs. (Subscription \$13,745/7101 Supplemental Concentration)</p> <p>3. Reflex Math: To assist grade 2-6 students with math fact fluency. (Subscription \$3,300/3010 Title One)</p> <p>4. Purchase additional online resources that have been approved by EGUSD for use as supplemental curriculum in the English/Language Arts area such as: Flocabulary, Guidedreaders.com, Kahootz, etc... (Subscription \$10,000/3010 Title One)</p>	<p>Research supports building student reading fluency and comprehension using <u>high interest, interactive programs which provide feedback and adjust to student performance levels.</u></p>	<p>Effectiveness will be measured through the following:</p> <p>1. & 2. & 3. & 4. Teachers will monitor student use and percentage of lessons passed and/or amount of usage for online instruction.</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$6000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$3300	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$10000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$13745	Contracts/Services /Subscriptions	

Actions/Services 2.3.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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. (Materials/Supplies-Supplemental Concentration \$27,850/7101 and Contracts/Services-Title One \$13,000/3010)</p>	<p>Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment.</p>	<p>1. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> • Work orders, supply inventory records, site equipment matrix.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$13000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$27850	Materials/Supplies/Equipment	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout
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- 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 via Recess Mentors 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. This goal has been met, as we have had 0 suspensions during the 2020-2021 and the 2021-2022 school year (as of April 25, 2022). Our goal would be to continue to address behavior concerns in a restorative way with all students.

- **SUSPENSIONS OVERALL/SCHOOLWIDE** = 7.6% in 2017; 3.8% in 2018; 2.1% in 2019; 0% in 2020; 0% in 2021; **Goal for 2022-2023 will be less than 1%.**

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Decrease the disproportionality of our suspension rate by having ASSIST and R.E.C.E.S.S. Coaches work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other.</p> <p>District ESSER funds are helping to provide our school with 2 ASSIST coaches, 4 hours a day, 4 days a week. The intended purpose is to allow ASSIST to foster positive relationships with students, primarily during unstructured times (recesses and lunches), by facilitating fun activities and engaging students, especially those that tend to be</p>	<p>Decreasing Disruptive Behavior Effect Size 0.53 Self-Concept Effect Size 0.46 Motivation Effect Size 0.48 Reducing Anxiety Effect Size 0.48</p> <p>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.</p> <p>Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of organized games on playground</p>	<p>1. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data 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. • Student, staff and parent surveys

disconnected or not positively engaged during this non-instructional time. Our school will add \$50,000 to fully cover the cost of this support.
(Contracts: Supplemental Concentration \$50,000/7101)

ASSIST enhances the positive climate on campus with their character education/PBIS based curriculum that focuses on implementing inclusive games and activities. Active supervision combined with engaging activities leads to positive, long term influence.

District ESSER funds providing one R.E.C.E.S.S. Coach during the school day, five days a week for additional behavioral support for identified Tier 2/targeted students. Coaches are placed during recess and lunch periods to support school culture and build relationships with all students. Coaches work with dysregulated students utilizing the PBIS framework with restorative practices including: mindfulness, breathing exercises, active listening, and physical movement to deescalate student behavior and allow them to reengage successfully back into the classroom.

aggression. Journal of Applied Behavior Analysis.

Are We Losing Play Without Purpose? Sarah Sparks, 2017

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$50000	Contracts/Services /Subscriptions

Actions/Services 3.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. <u>Positive Reward Systems</u> Support the PBIS Program by	Altering School Climate Through School wide Positive Behavioral	1. Effectiveness will be measured though the following:

providing positive signage, purchase benches with positive messages, and hold Student of the Month Assemblies in our daily morning assemblies. (Supplies: PBIS \$1,000/7440)

2. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school.

3. **Leadership on the Lawn** for 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 Supplemental Concentration/7101)

4. **Science Camp** for 5th and 6th Grade Students. Pay for transportation for ALL 5th and 6th grade students to attend science camp. (Contracts: \$10,000/ 7101 Supplemental Concentration)

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

[McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?](#)

Margy Natalie, acting onsite learning manager at the **Smithsonian Institution's National Air and Space Museum** conducted a study and found that, regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.

- Decrease in our suspension rate (to be less than 1%) and an increase in a positive school culture as indicated on our student surveys.

2. Effectiveness will be measured though the following:

- Our **Tier I** Fidelity Score was 90% for 2021-2022. We aim to increase this to be above 95% for 2022-2023.
- Our **Tier II** Fidelity Score was 96% for 2021-2022. We aim to increase this to 100% for 2022-2023.

3. Effectiveness will be measured though the following:

- Daily student attendance will improve for 5th and 6th grade students who attended **Leadership on the Lawn.**

4. Effectiveness will be measured though the following:

- Student surveys

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$2005	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$10000	Contracts/Services /Subscriptions	

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

Our goal is to increase the productivity and frequency of home/school partnerships, to increase student attendance/decrease chronic absenteeism and to increase student engagement.

- **CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE** = 15.4% in 2018; Dropped to 14.8% in 2019; Continued to drop to 12.4% in 2020; Increased to 16.4% during the COVID Pandemic. Our Goal for 2022-2023 is 10.2%.

Significant subgroup data:

- African American students increased from 29.4% to 40.0%
- Foster Youth increased from 25.0% to 33.3%
- Homeless Youth increased from 47.1% to 70.6%
- Students with Disabilities increased from 14.8% to 26.8%
- Students who identify with Two or More ethnicities increased from 15.6% to 21.4%

Metric: Chronic Absentee Rate

Actions/Services 4.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?

What is the Research Confirming this is an Effective Practice?

How will you Measure the Effectiveness of each Action/Service?

1. Personal phone calls home or text messages from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the 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>

[Can texting parents improve school attendance? Karen Arundel; K-12 Dive, January 4, 2022](#)

[Stephanie V. Caldas, et al; Measuring conflict management, emotional self-efficacy, and problem-solving in outdoor programs for inner-city youth; Evaluation & Program Planning, \(2016\)](#)

1. Effectiveness will be measured through the following:

- 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. Effectiveness will be measured through the following:

- 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: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Increase school-wide Family and Community Engagement programs and communication such as:	John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.	1. Effectiveness will be measured through the following: <ul style="list-style-type: none"> • Increase in participation of

- 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 (Contracts-Supplemental Concentration \$1,000/7101)
- Utilize AVID personnel to host AVID Education Night
- Family Lunch Time in the Quad each month.
- Each teacher will communicate with at least 2 families per week with a positive message.

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. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.

5. Career Day with parental involvement.

- 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

[Collective Research from the Parent Teacher Home Visit Project, 2021](#)

[Student Outcomes and Parent Teacher Home Visits; Steven B. Sheldon and Sol Bee Jung, Johns Hopkins University; November 2018](#)

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. Teachers will log positive communications within a central location.

2. Effectiveness will be measured though the following:

- Increased daily usage of teacher-student-parent communication through the use of student planners.

3. Effectiveness will be measured though the following:

- Increased parent participation in our parent education opportunities.

4. Effectiveness will be measured though the following:

- The number of home visits will be logged throughout the school year.

5. Student, staff, presenter and parent surveys about the Career Day.

Funding Source	Amount	Description of Use	
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Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services /Subscriptions	
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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.

V. Funding

Anna Kirchgater Elementary (298) | 2022 - 2023

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	0.0000	\$0	\$22,560	\$22,560	\$22,560	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$179,600	\$179,600	\$75,000	\$41,595	\$62,005	\$1,000	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$4,397	\$4,397	\$4,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$22,478	\$22,478	\$0	\$22,478	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$357,183	\$357,183	\$302,405	\$54,778	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$587,218	\$587,218	\$404,362	\$118,851	\$63,005	\$1,000	

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	\$357,183
Subtotal of state or local funds included for this school	\$230,035

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
