



Anna Kirchgater Elementary

Local Control Accountability Plan (LCAP) 2019 - 2020

Principal: _____

(Signature): _____

County-District-School (CDS) Code: 34673146032981

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

Approved by the Elk Grove Unified School District Board of Education on _____

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

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I. Introduction

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Elk Grove Unified School District - Description

The Elk Grove Unified School District has served the Cosumnes River- south Sacramento area since 1959 as a unified district. The 320 square miles of the district includes the city of Elk Grove as well as the southern part of the city of Sacramento and large portions of Sacramento County. As of **October 2018** our K-12 enrollment was **63,371**, a figure that includes 8,959 students who are English Learners. Students come to Elk Grove from all over the world, and they speak more than 66 different languages.

Mission Statement:

The Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential

Core Values:

Outcomes for students: *Achievement of core academic skills; Confident, effective thinkers and problem solvers; Ethical participants in society*

Commitments about how we operate as an organization: *Supporting continuous improvement of instruction; Building strong relationships*

High expectations for learning for ALL students and staff: *Instructional excellence; Safe, peaceful, and healthy environment; Enriched learning environment; Collaboration with diverse communities and families*

School Description

See School Accountability Report Card at www.egusd.net

School Demographics	
	School
Enrollment (SOURCE: October 2018, CDE)	772
English Language Learners (SOURCE: October 2018, CDE)	234
Languages other than English (SOURCE: October 2018, CDE)	19
Students of Poverty (SOURCE: October 2018, CDE)	660

Ethnicity								
	African American	American Indian	Asian	Hispanic	Two or More Races	Pacific Islander	White	Unknown
School (SOURCE: October 2018, CDE)	112 (14.51%)	4 (0.52%)	278 (36.01%)	227 (29.40%)	58 (7.51%)	13 (1.68%)	44 (5.70%)	0 (0.00%)

Purpose and Description
<p>Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)</p> <p> <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Support and Improvement <input type="checkbox"/> LEA Choice <input type="checkbox"/> Comprehensive Support and Improvement <input type="checkbox"/> Additional Targeted Support and Improvement </p>
<p>Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.</p> <p>The Site Local Control Accountability Plan is a strategic plan that identifies federal, state, and local resources available to the school while aligning with and informing the district Local Control and Accountability Plan process.</p> <p>The plan consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This plan is designed to meet schoolwide program planning requirements and the CSI, TSI, or ATSI requirements, as applicable.</p> <p>The Site LCAP planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the plan, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.</p>

II. Timeline

Anna Kirchgater Elementary | 2019-2020

Action	Note	Due Date	Completed
April			
19-20 ALLOCATIONS RELEASED	Released for Planning and Budget Development	4/1/19	<input checked="" type="checkbox"/>
19-20 SITE LCAP Released	Begin Drafting	4/8/19	<input checked="" type="checkbox"/>
Site LCAP Writing	Attend Make and Take Sessions	4/8/19-4/12/19	<input checked="" type="checkbox"/>
Hold First Spring SSC Meetings - Evaluation of the 18-19 Site LCAP - Develop the 19-20 Site LCAP	Use Template Agenda and Minutes Available Online	4/29/19 - 5/3/19	<input checked="" type="checkbox"/>
Hold LCAP Stakeholder Engagement Meeting	Review and Develop Goals and Actions	4/29/19 - 5/3/19	<input checked="" type="checkbox"/>
Hold ELAC Meeting For Review and Advisement of Plan	Review and Develop Goals and Actions	4/29/19 - 5/3/19	<input checked="" type="checkbox"/>
May			
DRAFT 19-20 SITE PLAN DUE TO LSS - Submit First SSC Minutes with Evaluation and Development Noted	All Sections Completed	5/10/19	<input checked="" type="checkbox"/>
LSS Notifications: Site Plans not submitted	Provided to Directors	5/10/19	<input checked="" type="checkbox"/>
Directors/Programs Review the Site LCAP	Provided to Respective Departments/Programs	5/17/19	<input checked="" type="checkbox"/>
Sites Revise Plans Based on Feedback		5/20/19-5/21/19	<input checked="" type="checkbox"/>
Hold Second Spring SSC Meeting - Approve the Site LCAP - Obtain all required signatures		5/22/19-5/23/19	<input checked="" type="checkbox"/>
FINAL 19-20 SITE PLAN DUE TO LSS - Submit Second SSC Minutes with Approval Noted - Submit original signature pages		5/24/19	<input checked="" type="checkbox"/>
LSS Reviews Plans for Completion and Approval	Final Review of Plans	5/28/19 - 5/31/19	<input checked="" type="checkbox"/>
June			
There are no events to display for this month			

Action	Note	Due Date	Completed
July			
There are no events to display for this month			
August			
There are no events to display for this month			
September			

There are no events to display for this month
October
There are no events to display for this month
November
There are no events to display for this month
December
There are no events to display for this month
January
There are no events to display for this month
February
There are no events to display for this month
March
There are no events to display for this month
April
There are no events to display for this month
May
There are no events to display for this month
June
There are no events to display for this month

III. ANALYSIS OF STUDENT DATA & ACTION PLAN

Focused Work: 2019-2020

Anna Kirchgater Elementary

Plan Approval

Position	Initial Plan		Final Plan		
	Signature	Date	Signature	Date	
Budget Department	Jake Kerling	8/7/2019			Required Position
Career and Technical Education	NA				Required Position
Curriculum and Professional Learning	Jerrilyn Ewing	6/5/2019			Required Position
Elementary Education	Yvonne Wright	5/23/2019			Required Position
English Learner Services	Will Jones	5/22/2019			Required Position
Family and Community Engagement	Lisa Levasseur	5/17/2019			Required Position
Foster Youth	Maya Webb	9/10/2019			Required Position
LSS	David Byrd	5/14/2019			Required Position
Positive Behavioral Intervention and Supports	Lisa Vartanian	5/9/2019			Required Position
Secondary Education	NA				Required Position

Data Analysis

Using the information provided to you in your **Site LCAP Metrics** and **School Accountability Report Card (SARC)**, along with any other student data you use or have collected (i.e., California School Dashboard, suspension days, CAASPP interim assessments, etc.), collaborate with your staff and school site council to determine your **Goals and Annual Actions**. These actions do not have to be plentiful, but they need to be meaningful and measurable.

Please fill out the form below as documentation of your data analysis meeting with your staff and school site council.

Data Analysis Meeting:

Staff:

Traditional/Modified: _____ Date: 3/4/2019 (mm/dd/yyyy)

Year Round: _____ Tracks: B, C, D Date: (mm/dd/yyyy)

Tracks: A Date: (mm/dd/yyyy)

School Site Council: _____ Date: 3/21/2019 (mm/dd/yyyy)

Cheri Sanchez

Principal's Signature

Principal's Name

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

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>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 2019-20 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.</p> <p>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:</p> <ul style="list-style-type: none"> - Kirchgater Leadership Team Meetings on 8/27/18, 12/10/18, 1/14/19, 3/11/19 - Grade Level Data Meetings on 9/24/18, 9/25/18, 9/26/18, 1/14/19, 1/16/19, 1/29/19 - School Site Council on 8/30/18, 9/13/18, 1/17/19, 3/21/19, 5/2/19 - ELAC on 9/12/18, 1/17/19, 5/8/2019 - Staff meeting on 8/20/18, 12/3/18, 3/4/19 - PBIS Tier 1 and 2 Fidelity Inventory 4/29/19, 4/30/19 - Back to School Night and Title One Meeting on 8/16/18 - Staff Survey on 3/11/19 <p>- continual input sought through ongoing stakeholder and parent communication through: newsletters, parent nights, awards assemblies, and school functions</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>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 <u>reduced</u>:</p> <p>EL Intervention Teacher reduced AIT Intervention Teacher reduced</p>

Eliminated:
One Parent Family Advocate eliminated

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

<p>District Strategic Goal 1:</p> <p>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.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1

Provide targeted instruction for students assessed to be below grade level using the following measures: SBAC data, 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:

- Hispanic students will move from 31% meets or exceeds standards to 38%
- African American students will move from 17% meets or exceeds standards to 25%
- Asian students will move from 39% meets or exceeds standards to 45%
- Students with 2 or more races will move from 39% meets or exceeds standards to 45%
- EL students will move from 12% meets or exceeds standards to 20%
- Special Education Students will move from 12% meets or exceeds standards to 15%
- Socio-Economically Disadvantaged students will move from 34% meets or exceeds standards to 40%

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

- All • EL • Foster Youth

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?
<p>Tier II Intervention: Academic Intervention Teachers on contract and on a timesheet will utilize Guided Reading for students they which teach. The AIT who is paid 40% from EL Supplemental Funds will be working only with EL students for 40% of her day.</p> <p>Tier I Instruction: All students in Grades K-6 will be taught by their classroom teachers at their instructional levels using Guided Reading daily.</p> <p>Students in grades 1-6 will access I-Ready online instruction at least 45 minutes a week in Reading and 45 minutes a week in</p>	<ul style="list-style-type: none"> • Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <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>According to the California Department of Education's 5X5 Placement Grid of Accountability, OVERALL, our school placed in the YELLOW Grid. For the 2019-2020 school year, our goal would be to be placed in the GREEN Grid. In order to do this, we would need to gain 31 points.</p> <p>For our significant subgroups, our goals are as follows: EL STUDENTS: Yellow to Green - increase by 28 points. SOCIO-ECONOMICALLY DISADVANTAGED: Yellow to Green - increase by 33 points. AFRICAN AMERICAN: Yellow to Yellow - increase by 30 points.</p>

Mathematics in order to complete lessons which have been differentiated to meet their individual needs.

HISPANIC: Yellow to Yellow - increase by 30 points.
 ASIAN: Yellow to Green - increase by 24 points.
 SPECIAL EDUCATION: Orange to Orange - increase by 27 points.

According to our April 2019 Fountas & Pinnell Benchmark Running Record Assessment, 52% of our students in grades K-6 were determined to be on grade level. This will increase to 56% by October 2019 and to 58% in February 2019.

Additional data will support our claim of having our students reading on or above grade level. We will use our I-Ready February Assessment Data to predict what percentage of our students will be on grade level or above according to the CAASP/SBAC 2020 Assessment.

According to our SBAC State Assessments in Grades 3-6, ___% of our students are reading at or above grade level according to our Spring 2019 results. Our goal is to increase this to 55% according to our Spring 2020 SBAC results.

65% of classes have met the 45 minutes a week of I-Ready online instruction in Reading during 2018-2019. We will increase this to 80% by June 2020.

We aim to reach the above gains by providing excellent Tier 1 Instruction through the use of Guided Reading for 45 to 60 minutes daily in every classroom, everyday. Students will also be utilizing I-Ready for 30 to 45 minutes WEEKLY in order to help meet our intended goals.

Tier II Intervention instruction will focus on assistance to underperforming students. They, too, will be focusing on the use of Guided Reading - extra sessions above and beyond which the classroom teachers provide.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$130000	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	\$10830	Certificated Salaries	Edit	Delete
Title I - Basic (4900/3010)	\$20000	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?
<p>APC Coordinator will coordinate the ASES GATOR XL Program along with helping to reinforce and carry out our school priorities.</p> <p>The paraprofessionals in the ASES GATOR XL Program will receive professional development on Small Group Instruction and the use of leveled readers.</p>	<ul style="list-style-type: none"> • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <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>For the 2018-2019 school year, Running Records for the students in the After School Program increased by an average of 3.3 levels over the course of the school year.</p> <p>For the 2019-2020 school year, Running Records for the students in the After School Program will increase by an average of 4 levels over the course of the school year.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$45000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$12460	Classified Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Foster Youth • 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?
<p>Purchase leveled readers, small white boards, erasers, markers and other similar supplies in order to teach reading to students at their instructional level. In addition, we will purchase teacher resource books to further our teachers' professional development.</p>	<ul style="list-style-type: none"> • Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <ul style="list-style-type: none"> ○ Small Group Learning Effect Size 0.49 ○ Reading Comprehension Programs Effect Size 0.58 ○ Reading Is Fundamental, Access to Print Materials Improves Children’s Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010 • Reach Out and Read, Reading Aloud to Children: The Evidence, 2008 • National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007 	<p>According to our SBAC State Assessments in Grades 3-6, ___% of our students are reading at or above grade level according to our Spring 2019 results. Our goal is to increase this to 55% according to our Spring 2020 SBAC results.</p> <p>According to our I-Ready Reading online instruction, 65% of classes have met the 45 minutes a week during 2018-2019. We will increase this to 80% by June 2020.</p> <p>We will measure the effectiveness of the use of teacher resource books by conducting a teacher survey on their self-efficacy. We will collect baseline self-efficacy data through a teacher survey at the beginning of the school year and a post-survey at the end of the year.</p>

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

Actions/Services 1.1.4

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?
<p>Grade Level Data Analysis Provide teacher release time for teachers to analyze data and collaborate around research-based best practice (such as Guided Reading and Running Records) that leads to high quality initial instruction to close the achievement gap in addition to their regular 1.5 hours of PLC time on Early Out Thursdays.</p> <p>Professional Development: I-Ready Provide more in depth 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.</p>	<ul style="list-style-type: none"> • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <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 • 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. 	<ul style="list-style-type: none"> • Improved student achievement according to our School Site Running Records - As of April 2019, 52% of our students are performing at or above grade level according to our Running Records. We aim to increase this percentage to 56% and 58% by October 2019 and February 2020. • Surveys from professional development sessions • Guided Reading Best Practices/Success Indicators will be developed through the collaboration of Coaches, Teachers and Administration.

Professional Development: AVID Have one grade level trained in AVID.		
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1883	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$15000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$25727	Certificated Salaries	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?
<p>GATE students will taught by time-sheeted teachers to teach GATE enrichment classes after school.</p> <p>Materials or supplies will be purchased to support the GATE After School Program.</p>	<ul style="list-style-type: none"> • John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning <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>Increase in number of students participating in GATE. For the 2018-2019 school year we had 41 students qualify under the District's GATE criteria.</p> <p>SBAC scores of these students will be at the "Standard Exceeded" level in both Mathematics & English/Language Arts.</p> <p>Students will perform at the "Exceeded" level on the I-Ready program in both Mathematics & ELA.</p>

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$2000	Certificated Salaries	Edit	Delete
GATE (7105/0000)	\$2350	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.1.6

Principally Targeted Student Group

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?
<p>Math Generation: Lesson Study</p> <p>Grades K-6: Grade level professional release time to participate in a Lesson Study to focus on the integration of best practices related to Math Generation around a power math standard.</p> <p>Students in grades 1-6 will access I-Ready online instruction at least 45 minutes a week in Mathematics in order to complete lessons which have been differentiated to meet their individual needs.</p>	<ul style="list-style-type: none"> • What Does Good Math Instruction Look Like? Nancy Protheroe NAPSE.org • Improving Teaching Through Lesson Study, Teacher Education Quarterly, Winter 2005 Tracy Rock and Cathy Wilson 	<p>According to the California Department of Education's 5X5 Placement Grid of Accountability, OVERALL, our school placed in the YELLOW Grid for MATHEMATICS. For the 2019-2020 school year, our goal would be to be placed in the GREEN Grid. In order to do this, we would need to gain 32 points.</p> <p>For our significant subgroups, our goals are as follows: EL STUDENTS: Orange to Yellow - increase by 27 points. SOCIO-ECONOMICALLY DISADVANTAGED: Yellow to Green - increase by 34 points. AFRICAN AMERICAN: Orange to Yellow - increase by 16 points. HISPANIC: Yellow to Yellow - increase by 16 points. ASIAN: Orange to Green - increase by 18</p>

		<p>points. SPECIAL EDUCATION: Orange to Yellow - increase by 16 points.</p> <p>Increased Math performance as measured on the I-Ready Diagnostics #1-3. Baseline performance levels in April 2019 showed that 39% of our Grade 1-6 students were at or above grade level in mathematics. We aim to increase this to 41% by October 2019 and to 43% by February 2020.</p> <p>The percentage of classes meeting or exceeding the 45 minutes a week of I-Ready online instruction in Mathematics during 2018-2019 has been at 65%. We will increase this to 80% by June 2020.</p> <p>24% of our students exceeded or met the grade level standards as measured by the SBAC in 2018-2019. We aim to increase this to 29% in the 2019-2020 school year.</p> <p>A lesson study will be presented to interested teachers and presented by our Instructional Coach.</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.7

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?
Increase in Library Technician hours.	<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>Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004).</p> <p>Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004).</p> <p>A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement, (D. Kachel, 2013).</p>	<p>The number of books students checked out of the library will increase from last year. We had 23,300 books checked out of the library during the 2018-2019 school year (as of March 21, 2019). The number of Accelerated Reader Quizzes taken was 17,977 as of March 21, 2019 and the percentage passed was 74.8%. Our goal will be to increase by at least 3%.</p> <p>The Library Technician will be working with parents, families and teachers in order to fully implement the "We Both Read" program. 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 Running Records. This will be our baseline year for this data.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="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
- Student Information System

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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 iReady as well as student Running Records to progress monitor students and do "Next Steps" instructional planning. Utilize the Instructional Leadership Team members to help lead the work for their respective teams.

Metric: Other (Site-based/local assessment)

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?
<p>Data Analysis Teachers will meet each week during their Early Out Thursday Collaboration time to discuss their students' progress utilizing I-Ready Math and ELA Data, Running Record Data and other grade level data.</p>	<ul style="list-style-type: none"> • Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u> • John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u> <ul style="list-style-type: none"> ○ Collective Efficacy Effect Size 1.57 	<p>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.</p> <p>Student usage of the I-Ready program will significantly increase from the current year (65%) so that 80% of our students are using the I-Ready Math and ELA program a minimum of 45 minutes each week according to the I-Ready usage reports.</p> <p>I-Ready usage of at least 45 minutes a week has statistically shown a marked improvement in the academic achievement of students (see report from I-Ready for specific data).</p>

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.

Metric: Other (Site-based/local assessment)

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?
<p>ELPAC Coordinator 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 ELPAC Coordinator is a certificated staff member. We will use funds to purchase supplies and light refreshments for ELAC meetings. The EL Coordinator will continue to be an administrator who will work with the ELPAC Coordinator to oversee the implementation of testing. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and redesignating of students.</p>	<ul style="list-style-type: none"> • English Language Proficiency Assessments for California, CDE website 	<p>The goal is to ensure all students are assessed according to required timelines and that 13% of our EL students become redesignated. The goal is for ELAC meetings to have 10% more attendees than the previous year.</p>

Funding Source	Amount	Description of Use
EL Supplemental (7150/0000)	\$300	Materials/Supplies/Equipment

			<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$12700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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."

Metric: Data and Program Evaluation

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?
<p>Accelerated Reader Purchase supplementary resources to provide additional reading support that is accessible at home and in the school.</p> <p>Students will use I-Ready for a minimum of 45 minutes per week for English/Language Arts instruction and 45 minutes per week for mathematics instruction.</p>	<ul style="list-style-type: none"> • 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>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 70%.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5040	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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?
<p>Provide maintenance agreements, parts, services, supplies, copying and replacement of supplemental resources. In addition, provide student agendas, technology, equipment, instructional books, supplemental instructional materials.</p>	<ul style="list-style-type: none"> • Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functioning equipment. 	<p>Work orders, supply inventory records, site equipment matrix.</p>

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$34000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate

• Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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 ASSIST 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

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?
Decrease the 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.	<ul style="list-style-type: none"> • 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 	<p>Our suspension rate for 2016-2017 was 16.7%, for 2017-2018 it was 7% and for the 2018-2019 it was ____%. Our goal for the 2019-2020 school year is to have the suspension rate be under 2%.</p> <p>According to the California Department of Education's 5X5 Placement Grid of Accountability, OVERALL, our school placed in the YELLOW Grid for SUSPENSIONS for the 2018-2019 school year. For the 2019-2020 school year, our goal would be to be placed in the GREEN Grid. In order to do this, we would need to reduce by 2%.</p> <p>For our significant subgroups, our goals are as follows: EL STUDENTS: Green to Blue - reduce by 1.2%. SOCIO-ECONOMICALLY DISADVANTAGED: Yellow to Blue - reduce by 1.1% AFRICAN AMERICAN: Orange to Blue - reduce by 7.7% HISPANIC: Yellow to Blue - reduce by 1.7% ASIAN: Green to Blue - reduce by 1% SPECIAL EDUCATION: Orange to Blue - reduce by 7.8% WHITE: Yellow to Blue - reduce by 1.8% TWO OR MORE RACES: Orange to Blue - reduce by 4.3%</p> <p>If we are successful in meeting our goals, we will have eliminated out gap in our suspension data.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$21805	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="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?
ASSIST 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	<ul style="list-style-type: none"> • 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 	<p>Our District generated suspension rate for 2016-2017 was 16.7% and for 2017-2018 was 7%. Our goal for 2018-2019 is to be under 3%.</p> <p>In order to have more equity with in our suspension data, we will be mindful of the</p>

utilizing the ASSIST Program during morning and lunch recesses and after school on early out Thursdays. The ASSIST Coaches will teach and reinforce our school wide *PBIS Guidelines for Success* and character values.

- **Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression**, Murphy, H.A., 1983.

percentage of each ethnic subgroup, particularly our African American students. For the 2016-17 school year we had 77 African American suspensions. For the 2017-18 school year, we have had only 18 African American suspensions. For the 2018-19 school year, we will continue to monitor and provide interventions to continue this trend in a positive direction. The State of California Dashboard Data as of October 2018 showed our school's SUSPENSIONS were in the YELLOW zone overall. In the ORANGE zone were our African American students, 2 or More Races, and our Special Education students. In the YELLOW zone were our Hispanic and Socio-Economically Disadvantaged students. In the GREEN zone were our Asian and EL students. In the BLUE zone were our Filipino students. Our goal would be to have this all of our students in the yellow, green or blue zones for the 2018-2019 school year.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$35000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="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?
<p>Positive Reward Systems Support the PBIS Program by providing signage along with Student of the Month Assemblies in the our daily morning assemblies</p>	<ul style="list-style-type: none"> • 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 	<p>Decrease in our suspension rate (to be under 2%) and an increase in a positive school culture as indicated on our student surveys.</p> <p>Our Tier I Fidelity Score was 93% for 2018-2019. We aim to increase this to be above 97% for 2018-2019.</p> <p>Our Tier II Fidelity Score for 2018-2019 was 81%. We aim to increase this to 88% for 2019-2020.</p>

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.4

Principally Targeted Student Group

- Black or African American • Foster Youth • 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?
<p>Gather and analyze attendance data monthly. To close the achievement gap, particularly monitor the attendance and tardy frequencies for the African American, white, and foster youth students.</p> <p>Personal phone calls home from teachers regarding attendance. When chronic, administrative phone calls home.</p>	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf</p>	<p>Synergy Attendance Data Teacher record sheets SART process info Discipline data</p>

<p>Follow school policy as laid out in the District Handbook for tracking and monitoring tardies.</p> <p>Letters mailed home regarding attendance.</p> <p>Hold monthly PBIS/Intervention team meetings.</p> <p>Monthly reports submitted to administration by front office staff regarding tardies, early dismissals, and absence.</p> <p>Implement & fund PBIS attendance incentives- Every Day, All Day, On Time campaign.</p> <p>Monitor SART process.</p> <p>Admin/parent conferences.</p>		
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Funding Source	Amount	Description of Use		
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<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> Family and Community Engagement
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase the productivity and frequency of home/school partnerships.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group		
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?
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.	<ul style="list-style-type: none"> Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005 Parental involvement in Learning Effect Size of 0.51 	The Library Technician will be working with parents, families and teachers in order to fully implement the "We Both Read" program. 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 Running Records. This will be our baseline year for this data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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		
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?
<p>1) School-wide Family and Community Engagement programs</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Back to School Night • Open House • Fund light refreshments for family and community events • 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 • Determine how to enhance activities to meet the needs of students socially and academically • Provide necessary supplemental materials, equipment, and personnel • Create parent survey to determine interest and topics for Parent University Nights <p>2) Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p> <p>3) Utilize FACE personnel to host a Family Writing Night.</p> <p>4) Utilize Sierra Nevada Journeys for a Family Science Night.</p>	<p>John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Parental Involvement 0.51 <p>Back to school: How parent involvement affects student achievement</p> <ul style="list-style-type: none"> • http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html <p>Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.html</p>	<p>Parent surveys Sign-in Sheets Sign-ups for events</p>
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$400	Contracts/Services
Title I – Basic (4900/3010)	\$600	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$2000	Certificated Salaries

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.

Gifted and Talented Education Site Plan

In April 2014, the Elk Grove Unified School District entered into a Resolution Agreement with the Office of Civil Rights (OCR) regarding the disproportionality of representation of African American students in the GATE program. As part of this agreement, schools are required to write a site plan that promotes equitable GATE referral and identification of African American students and identifies strategies that each site will implement to address this disproportionality. Consistent with the district's focus on equity, your Site Plan should include a focus on any subgroups that are underrepresented in GATE and other enrichment activities.

1) Identification

How do you ensure that all students and families have equal access to identification? How will you address the equitable identification of African American and other underrepresented groups to contribute to decreasing their disproportionate enrollment in GATE?

We continued our universal NNAT Testing for our 3rd grade students. We reached out to teachers to consider students for GATE recommendation via the portfolio methods (leadership, art, creative ability). All students will take the I-Ready Assessment along with a Reading Running Record. This data will be used to differentiate each students' needs throughout the school year.

2) Professional Development

What professional development will your teachers receive to become more culturally competent in their referrals for GATE Identification and providing culturally relevant instruction?

We reviewed the GATE referral process with the staff. We have continued our work to increase differentiation for accelerated and GATE identified students. Our teachers are providing our students differentiated activities during Guided Reading daily.

3) Parent and Community Involvement

How will you engage parents and the community in planning and supporting your GATE program? What strategies will you use to ensure culturally responsive outreach for the families of underrepresented groups?

We discussed GATE at Back to School Night and with parents at Science Night. There was a parent informational meeting for the after school GATE club. Parents with questions have been redirected to speak to the Vice Principal or GATE Coordinator.

4) Curriculum and Instruction

How will curriculum and instruction be differentiated to meet the diverse needs of GATE students? How will socio-emotional support be provided?

We are currently a Restorative Practices School. We provided extended learning opportunities for students to participate in academic competitions (i.e. Science Fair; GATE Club). Through our RTI Process, we will work to assess student needs and identify interventions based on GATE/Accelerated student needs. Our teachers will be trained to use Guided Reading and take Reading Running Records. Through the use of this teaching strategy and assessment, the individual reading levels of all children will be known and their daily instruction will be at their individual levels, allowing for the acceleration as well as remediation of all students.

5) Program Design

What specific services will you provide for GATE students? What support services will be available for those who require assistance to handle more challenging coursework?

Our identified GATE students have been invited to participate in our after school GATE Club that meets once a week. GATE students also receive differentiated instruction during GATOR time, Guided Reading and leveled math groups (when available with that grade level). GATE and Accelerated students are also invited to participate in our after school MESA science club.

6) Program Assessment

How will student progress be monitored and how will you know your program is successful?

Vice Principal and GATE Coordinator meet frequently to discuss GATE program. Our measure of success is an increase in number of GATE identified students and an increase in our SBAC scores.

7) Budget

How will you spend your GATE funds to address the priority of decreasing disproportionality and supporting equitable identification and services for students?

We will use our GATE budget to pay for the services of our GATE Coordinator and to teach the after school GATE Club extended day class and purchase supplies for that class.

8) Middle School Transition

Describe the plan that you will use within your feeder pattern to ensure a systematic process for middle school transition. Identify the process for 6th grade teachers to advocate for students with high potential to be enrolled in Honors classes.

We coordinate middle school transition with Rutter Middle School Counselors. Students attend informational field trips to the middle school to discuss schedules and honors courses, etc.

Annual Evaluation		
SPSA Year Reviewed: 2019-2020		
Goal 1: Curriculum and Instruction		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
In what ways did our school actions/services inform our decisions about instructional practices and professional development?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 2: Assessment		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve student achievement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
Goal 3: Wellness		
Rate the level of Implementation of Actions/Service in this goal:		
If the actions/services in this goal area were not implemented, what were the causes?		
How did our school actions/services improve school climate?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
How did our school actions/services improve student engagement?		
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on</i>

		<i>the following:</i>	
<hr/>			
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>	
<hr/>			
Goal 4: Parent and Community Involvement			
Rate the level of Implementation of Actions/Service in this goal:			
If the actions/services in this goal area were not implemented, what were the causes?			
How did our school actions/services improve parent and community engagement?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>
<hr/>			
How did our school actions/services improve parent and community input with decision-making?			
<hr/>			
How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?			
Input	Data Reviewed	Outcome(s)	Recommendations for Next School Year: <i>We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</i>

Local Control Accountability Plan (LCAP)
Year 2019 - 2020

IV. 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	
0000 Administration 0000 Unrestricted	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0000 Administration 0000 Unrestricted	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$26,704	\$26,704	\$26,704	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	34.875	\$0	\$4,052,189	\$4,052,189	\$4,052,189	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.8	\$0	\$134,071	\$134,071	\$134,071	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$53,280	\$53,280	\$53,280	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$217,520	\$217,520	\$0	\$0	\$217,520	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$23,688	\$23,688	\$1,883	\$0	\$21,805	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,350	\$4,350	\$4,350	\$0	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$71,903	\$71,903	\$71,903	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$23,830	\$23,830	\$10,830	\$13,000	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$1,500	\$1,500	\$0	\$0	\$1,500	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$37,963	\$37,963	\$0	\$0	\$37,963	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	1.725	\$0	\$354,227	\$354,227	\$270,187	\$39,040	\$35,000	\$10,000	\$0
4900 Director of Learning Support Services 4124 NCLB: Title IV, Part B, 21st Century Community Learning Center (CCLC)	0.1	\$0	\$126,104	\$126,104	\$126,104	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.3125	\$0	\$94,665	\$94,665	\$94,665	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 5862 Equitable Access	0	\$0	\$23,913	\$23,913	\$23,913	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.55	\$0	\$151,843	\$151,843	\$151,843	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1	\$0	\$132,274	\$132,274	\$132,274	\$0	\$0	\$0	\$0
3410 Special Education									

Mild/Moderate 6500 Special Education	1.75	\$0	\$123,049	\$123,049	\$123,049	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3	\$0	\$140,935	\$140,935	\$140,935	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
8308 2019 ROOFING 9791 Measure M G/O Bonds- Series2019	0	\$0	\$374,400	\$374,400	\$374,400	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	50.1125	\$0	\$6,169,408	\$6,169,408	\$5,792,580	\$52,040	\$314,788	\$10,000	

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	\$480,331
Subtotal of state or local funds included for this school	\$5,689,077

Signatures: (Must sign in blue ink) **Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certificated	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Cheri Sanchez**

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
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V. Staffing Matrix

Anna Kirchgater Elementary

Last Updated: (There are no updates for this school year)

Name	Title/Position	Management Code	Resource Code	Start Date	End Date	FTE	Program	Calendar
<p>There are no records for this school, at this time.</p>								

VI. Governance

Anna Kirchgater Elementary

Required signatures of Principal, School Site Council and Advisory Committee Chairpersons and Recommendation to the Board of Education of the Elk Grove Unified School District to <u>approve</u> this plan for 2019 - 2020		
Name and Title	Signature	
Cheri Sanchez		
Principal	Signature	Date
School Site Council Chairperson	Signature	Date
English Language Advisory Committee Chairperson	Signature	Date

Assurances for Consolidated Programs

The parents and staff of Anna Kirchgater Elementary make the following assurances to the Board of Education of the Elk Grove Unified School District and the California Department of Education:

1. The School Leadership Team and the School Site Council have developed the plan and the corresponding budgets to be presented for approval to the Board of Education of the Elk Grove Unified School District.
2. The School Site Council and all advisory committees have been formed in accordance with procedures established by federal or state law and regulations.
3. The School Site Council will post an agenda item for review and approval of the school's plan. This public posting will occur at least 72 hours in advance of the meeting and include the date, time and location of the meeting.
4. A copy of the plan and a list of members of the School Site Council and/or all committees are available at the school office for review by school staff, parents and community members.
5. Adequate information has been given to the members of the School Site Council, the school's English Learners' Advisory Committee and/or other committees about the special needs of students as part of the comprehensive needs assessment. This includes educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.
6. Plans for the instruction of students who are English Learners have been developed in consultation with the school's English Learners' Advisory Committee.
7. The school may designate an existing school level advisory committee, such as the School Site Council, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body has parents of ELs constituting at least the same percentage of the committee membership as their children represent of the student body. (EC 52176[b]) (EC 52176[b][c]; 64001[a]; 5 CCR 11308[d])
8. The schools staff and parents have participated in a thorough needs assessment and examination of student work as part of the annual school needs assessment and the Elk Grove Unified School District's Local Education Agency Plan.
9. All categorical programs function effectively to meet the needs of students and to meet the compliance regulations of state and/or federal laws, and these are reviewed on a regular basis by the principal and other staff.
10. Parents have had adequate opportunities to participate in the development of schoolwide programs at Title I schools and categorical programs at all schools as described in federal law (No Child Left Behind Act of 2001), California Education Code, and the policies and regulations of the Elk Grove Unified Board of Education.
11. Multiple measures have been utilized in assessing student performance as part of the school accountability plan, and the school's assessment results have been shared with the school community.
12. Instruction by highly qualified teachers is provided to all students.
13. At Title I school wide schools, reform strategies give students the opportunity to meet the state's proficient and advanced levels and utilize instructional strategies that are research based.
14. At Title I school wide schools, strategies are adopted to attract and retain highly qualified, experienced teachers.
15. At Title I school wide schools, there is a plan to assist in the transition of children from preschool to kindergarten.
16. Title I school wide schools will coordinate and integrate federal, state and local services and programs.
17. There are clear procedures for parent and teacher consultation in the planning, implementation and evaluation of the Title I Schoolwide Program, including the development of the Parent-School Compact.
18. The plan is reviewed throughout the school year and evaluated annually.
19. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831(b)] For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds [Title 5 Section 3831(c)]

Assurances for the School Site Council (SSC)

1. The School Site Council is constituted correctly and was formed in accordance with state law.
2. The minimum size for any elementary school site council is ten.
3. The number of school staff on the SSC is equal to the number of parents. (Example: 5 parents + 5 staff members = 10 SSC members.)
4. The school principal takes an active role as a member of the School Site Council.
5. Classroom teachers form the majority of the members on the school staff portion of the SSC; these members are selected by classroom teachers.
6. Support personnel on the SSC are employees who work at the school site, and who are not the principal or classroom teachers; these members are selected by support personnel.
7. Parents on the SSC are parents at the school who are not employed at that school site; these members are selected by parents.
8. The SSC has regularly scheduled meetings throughout the school year (minimum of 4). Meetings are kept on file at the school site.
9. The site schedules at least two meetings for parents of English Learners during the year (the site selects two parents and one school representative to participate in district advisory meetings).

Members of the School Site Council	
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