



Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**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

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.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<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>August 4 - Schoolwide data was reviewed at Opening Staff Meeting August 10 - Data Analysis and Next Steps Planning with Instructional Leadership Team (ILT) August 25 - School goals presented and discussed with ELAC including advisement September 7 - Data Analysis and Next Steps Planning with Instructional Leadership Team (ILT) September 14 - SSC Meeting September 21 - SSC Meeting with LCAP Analysis</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Based on input from stakeholder groups, we are refining our data analysis process and increasing spending for teacher release collaboration on developing school-wide assessments. We increased spending on supplemental materials for reading based on teacher input and were responsive to the concerns of ELAC around safety and civility of the campus by increasing adult supervision and updated equipment.</p>

B. 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

Increase the efficacy of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

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>Grade Level Data Analysis Provide release time for teachers to analyze data and collaborate around research-based best practice that leads to high quality initial instruction to close the achievement gap in addition to their regular 1.5 hours of PLC time on Wednesday.</p>	<p>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey and Hattie 2016</p> <ul style="list-style-type: none"> • Collective Teacher Efficacy effect size 1.57 • Teacher Clarity effect size .75 	<ul style="list-style-type: none"> • Improved student achievement on Kennedy common formative and summative assessment measures • K-1 EGUSD BPST and Benchmarks • CAASP • ELPAC (AMAO Measure 1)

What funding source will you use?

Title 1 (3010)

37 teachers x 4 days x \$175 = \$25,900

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Using a Variety of Instructional Strategies, Resources and Technologies to Meet Students' Diverse Learning Needs Purchase supplemental guided reading texts (levels A-Z Fountas and Pinnell) and other ancillary materials including technology and digital resources to support the core adoption in ELA, Math, Science, ELD, Social Studies</p>	<p>30 Years of Research : What We Now Know About How Children Learn to Read, Gossen</p>	<ul style="list-style-type: none"> • Observations during instructional rounds • Pre and Post on benchmark reading assessments

What funding source will you use?

Title 1 (3010)

Supplemental Science Kits for Hands-On Inquiry Lessons Grades K-6
\$2,500

Title 1 (3010)

Chromebooks for Certificated Staff
Chromebooks - \$12,357.56
Mice - \$260.75
Total = \$12,618.31

Title 1 (3010)

Site License for Technology
\$11,494

- Accelerated Reader Annual Renewal \$5,915

- STAR (AR), Accelerated Reader \$3,859
- StarFall \$270
- Brain Pop \$1,450

Title 1 (3010)

Mice and Headphones for 1:1 Tech Implementation

Headphones - \$5,090.51

Mice - \$7,797.81

Total \$12,888.32

Title 1 (3010)

Kindergarten Supplemental Resources

Total - \$253.68

Actions/Services 1.1.3

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>Professional Reading (Book Study) In conjunction with Kennedy's District ELA coach, conduct a book study on <i>Visible Learning for Literacy: Implementing Practices That Work Best to Accelerate Student Learning, Fisher, Frey and Hattie, 2016</i> to increase teacher's understanding of the impact of instructional practices that accelerate student learning in closing the achievement gap.</p>	<p>Speaking Volumes: Professional Growth and Book Studies, Smith-Blanton, 2014</p>	<ul style="list-style-type: none"> • As staff move through the book study, we will engage in the Cycle of Inquiry engaging in discussions around the overt practices and committing to implementing the strategies, gathering data on student learning and then sharing back with the group to gain professional growth • Observations during instructional rounds

What funding source will you use?

Title 1 (3010)

\$1,559.94 for 39 copies of the book

Actions/Services 1.1.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Professional Conferences Provide opportunities for teachers to attend professional conferences to enhance their instructional practice or those that support our PBIS implementation efforts.</p>	<p>Professional Learning Teams Continuum, Richard Dufour</p>	<ul style="list-style-type: none"> • Commitments to capacity-building grade level teams as is observed through grade level minutes and instructional rounds

What funding source will you use?

Title 1 (3010)

\$4,000

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?
Math Professional Reading, Number Talks to support teachers' Math in Common training and our students' ability to grow in procedural fluency.	Number Talks: Whole Number Computation , Sherry Parish, 2014	<ul style="list-style-type: none"> • Common Formative Assessments • CAASP scores in claim area of procedural fluency

What funding source will you use?

Title 1 (3010)

\$55.00 x 10 books = \$550

Actions/Services 1.1.6

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?
Curricular Trips Provide for every student in grades 4-6 to a local university (Sac State University, UC Davis and Sac Junior College) and provide trips for each grade level to provide real-life experiences to support their curricular units of study and increase their ability to speak and write about the content they are learning enhancing their college and career readiness related to expressive tasks.	Making the Case For Fieldtrips: What Research Tells Us and What Site Coordinators Have To Say , Martha L. Nabors, Ph.D.,	<ul style="list-style-type: none"> • Authentic student writing samples in required genres • observations during collaborative conversations

What funding source will you use?

Title 1 (3010)

\$10,000

Site Goal 1.2

Increase students' access to high quality literature and higher order critical thinking in reading through read alouds

Metric: CAASPP

Actions/Services 1.2.1

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?
Supplemental Read Alouds Librarian will provide supplemental read-alouds modeling key reading comprehension strategies to increase students' access to high quality literature or information selections and increase their understanding of "what good readers do."	A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement, D. Kachel, 2013	<ul style="list-style-type: none"> • CAASP • Benchmark Assessments

What funding source will you use?
Title 1 (3010) .625 FTE \$32,099

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: <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Student Information System
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Site Goal 2.1

Increase student reading achievement to 40% proficiency in grades 3-6 as is measured by CAASP by utilizing iReady, Fountas and Pinnell and Accelerated Reader as diagnostic and progress monitoring tools AND increase student reading achievement to 75% proficient in grades K-2 using the same tools and the BSPT as a summative measure.

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?
Creating TK-5 Assessment Matrices Release time for the ILT and PLC's to meet and design assessment matrices that track students' baseline, mid-year and end of year progress toward proficiency in ELA and math.	Collaborative Common Assessments, Cassandra Erkens, 2016 Professional Learning Teams Continuum, Richard Dufour (Stage 4 use of common assessments)	<ul style="list-style-type: none"> • Teacher use of the matrices to progress monitor student achievement • Teacher use of common assessments as a diagnostic tool to plan next instructional steps

What funding source will you use?
Title 1(3010) Release Days 37 x 1 x \$175 = \$6,475

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><u>Determine (Create if Needed) Common Assessment Tools for Progress Monitoring Students in ELA and mathematics</u> Release time for the ILT and grade level PLCs to meet and develop assessments and cohesion in the tools used to report and aggregate student achievement results in ELA and mathematics.</p> <p>Provide Fountas and Pinnell Reading Assessment system kits for grades K-6 and release day training</p>	<p>Professional Learning Teams Continuum, Richard DuFour (Stage 4 use of common assessments)</p>	<ul style="list-style-type: none"> • Teachers will maintain matrices for discussions and data analysis/Co-Ops release days • Matrices data will be used to substantiate instructional groupings and interventions

What funding source will you use?

Title 1 (3010)

Release Days
 $37 \times 2 \times \$175 = \$12,950$

Title 1 (3010)

Supplemental Reading Assessment Materials

$\$425 \times 38 = \$19,200$

Actions/Services 2.1.3

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><u>Calibrate Proficiency Levels and Common Grading Practices Schoolwide</u> Release time for the ILT and PLCs to meet and determine proficiency cuts as well as calibrate around grading practices</p>	<p>Learning By Doing: A Handbook for Professional Learning Communities at Work, Richard DuFour, 2006</p>	<ul style="list-style-type: none"> • Progress monitoring at data release days and PLC weekly meetings

What funding source will you use?

Title 1 (3010)

$37 \times 1 \times \$175 = \$6,475$

Site Goal 2.2

by June 2018, increase the number of students K-6 scoring proficient in ELA, Mathematics and in meeting AMAO#1 on ELPAC.

Metric: Other (Site-based/local assessment)

Actions/Services 2.2.1

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?
Provide Supplemental ELA instruction utilizing Academic Intervention Teachers	Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010	<ul style="list-style-type: none"> • Pre and Post EGUSD/Wonders oral inventory • iReady pre- and post • Fountas and Pinnell pre and post • Accelerated Reader pre and post

What funding source will you use?

GRADES 4-6 ELASupplemental (7150)

AIT Hourly (2 days) Grades 1-6 = \$16,150

3010 Title 1

.60 FTE AIT = \$74,201 (Grades 4-6 W-Th-Fr)

Actions/Services 2.2.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Grade Level Release Time to Plan Differentiated Small Group Instruction Based on student data and ongoing assessments, plan for differentiated reading groups.	Research Base for Guided Reading as an Instructional Approach, Fountas and Pinnell 2010	<ul style="list-style-type: none"> • iReady pre and post assessments • Accelerated Reader pre and post assessments • Fountas and Pinnell pre and post assessments

What funding source will you use?

Title 1 (3010)

37 x 1 x \$175 = \$6,475

Actions/Services 2.2.3

Principally Targeted Student Group

- American Indian or Alaska Native • Asian • Black or African American • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD • 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?

Grade Level PLC Time to plan differentiated Small Group Instruction for EO students with a focus on the increasing academic and Tier 2 vocabulary as well as provide opportunities for Wonders Inquiry Space and Literature Circles or Novel Studies during ELD teaming time

The Thirty Million Word Gap (Summary from The Early Catastrophe), Betty Hart and Todd Risley, 2003

- Pre and Post Wonders Vocabulary Assessments
- Academic Vocabulary Toolkit results

What funding source will you use?

No supplemental cost

Actions/Services 2.2.4

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplemental focused small group Reading Intervention provided by AIT/Para Support that is based on current student performance data in ELA	Response to Intervention Research is The Sum of The Parts As Great as The Whole , Matthew Burns, 2010	<ul style="list-style-type: none"> • Pre and Post grade level reading and fluency assessments • CAASP scores

What funding source will you use?

Title 1 (3010)

AIT for 1st Grade Reading Intervention = 4 days x 4.5 hrs = 18 hrs x 28 wks = **\$25,200**

Title 1 (3010) 3 Paras (fulltime for SGI)

Para - (\$96 day) - \$15,360 x 3 = **\$46,080**

Para - (\$96)) - 99 days x \$96 = **\$9,504**

Marian Johnston (.75) FTE = **\$26,320**

Actions/Services 2.2.5

Principally Targeted Student Group

- EL • Low Income

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?
Provide supplemental reading intruction to Long Term English Learners (LTEL's) or those at risk of being LTEL's in grades 5 and 6 using the Academic Vocabulary Toolkit and other supplemental resources	Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners , Laurie Olsen, Ph.D, 2014	<ul style="list-style-type: none"> • iReady pre and post scores • Accelerated Reader pre and post scores • Fountas and Pinnell guided reading pre and post scores

What funding source will you use?

Title 1 After School (5858)

Before/After school tutorial (27 5+ years) \$10,000

Before/After school tutorial (26 6+ years) \$10,000

Actions/Services 2.2.6

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>Supervision of Cougar Academy After School Program Supervision of the differentiated program pieces of the afterschool Cougar Academy program</p>	<p>Research Says After School Programs Can Pay Off, ASCD, J. David, 2017</p>	<ul style="list-style-type: none"> • CAASP scores • Benchmark reading scores • Student responses on the CORE survey

What funding source will you use?

Title 1 After School (5858)
\$12,110 (Academic Program Coordinator)

Actions/Services 2.2.7

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?
<p>Before/After School Reading Tutorial Before/After school tutorial for students in grades K-6 who are reading below grade level</p>	<p>Success for All: A Relentless Approach to Prevention and Early Intervention in Elementary Schools, ERS Monograph, 1986</p>	<ul style="list-style-type: none"> • BSPT pre and post scores • Oral Fluency Scores • Benchmark Reading Assessments • CAASP

What funding source will you use?

Title 1 After School (5858)
Tutorial \$12,890

Site Goal 2.3

Metric:

Actions/Services 2.3.1

Principally Targeted Student Group

- EL • Low Income

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 and CELDT testing for initials, TK and</p>	<p>English Language Proficiency</p>	<p>Pre and post results on CELDT and ELPAC</p>

kindergarteners and any students eligible for redesignation	Assessments for California , CDE website	EL walk-through data and survey results
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What funding source will you use? (EL Supplemental) (7150) AIT Hourly - \$18,000
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Actions/Services 2.3.2

Principally Targeted Student Group • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • White
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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?
Provide differentiation through depth and complexity for students identified as GATE or high performing through the Kennedy University after school program. This would include supplemental resources for Science projects, additional hourly for certificated staff, and field trips that support STEM learning.	Helping All Students to Succeed: A Plan to Narrow the Achievement Gap in STEM Education , Dr. Jeff Marshall, 2015	<ul style="list-style-type: none"> • CAASP pre and post • iReady diagnostic pre and post • STAR pre and post

What funding source will you use? GATE (7105) \$5,000
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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

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Site Goal 3.1

By June 2018, reduce chronic truancy by 50%.

Metric: Chronic Absenteeism

Actions/Services 3.1.1

Principally Targeted Student Group • All
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Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
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	Effective Practice?	Actions/Services?
<p>Parent outreach to families of Chronic Truants Provide outreach and support to families of chronic truants using both attendance clerk and district attendance personnel to eliminate barriers to school attendance; fully implement SART/SARB process</p>	<p>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</p>	<ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy report

<p>What funding source will you use?</p> <p>No supplemental cost</p>

Actions/Services 3.1.2

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All
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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>SART/SARB Fully Implement SART/SARB processes through attendance office personnel to abolish chronic truancy</p>	<p>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</p>	<ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy report

<p>What funding source will you use?</p> <p>No supplemental cost</p>

Site Goal 3.2

<p>Increase average daily attendance to 96%</p>
<p>Metric: Attendance</p>

Actions/Services 3.2.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • All
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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>Progress Monitor and Celebrate Grade Levels Meeting Monthly Attendance Goal Honor grade levels that meet the monthly ADA goal at the Monday morning assembly one time per month</p>	<p>Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence, 2017</p>	<ul style="list-style-type: none"> • Monthly ADA reports • Monthly chronic truancy report

<p>What funding source will you use?</p> <p>No supplemental cost</p>

Site Goal 3.3

Metric:

Actions/Services 3.3.1

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?
Increase the Growth Mindset of All Students by teaching targeted lessons from the Khan Academy	Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools , Mary Kay Ricci, 2013	<ul style="list-style-type: none"> Pre- and Post- EGUSD Core Survey Results

What funding source will you use?

No supplemental cost

Actions/Services 3.3.2

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?
PeaceBuilder's Program Implement the PeaceBuilders program schoolwide to build student capacity to resolve conflicts peacefully.	Child Trends: Lessons From Experimental Evaluations from Social Interventions , Mary Terzain, 2011	<ul style="list-style-type: none"> Pre and Post referral data Students responses on the EGUSD Core Survey data

What funding source will you use?

Title 1 3010
Peacebuilders Program
Total: \$2,713

Site Goal 3.4

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

Metric: Attendance

Actions/Services 3.4.1

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?
<p>ASSIST Increase positive culture and climate on campus by utilizing <i>ASSIST</i> program leaders during lunch recess and after school on Wednesday to teach and reinforce school-wide <i>PBIS Guidelines for Success</i> and character values using structured sports</p> <p>Utilize <i>ASSIST</i> to teach and reinforce school-wide <i>PBIS Guidelines for Success</i> and character values using structured sports each day at lunch and morning recess</p>	<p>Are We Losing Play Without a Purpose?, Sarah Sparks, 2017</p> <p>Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression, Murphy, H.A., 1983</p> <p>The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students; Lewis, T.J., 2000</p>	<ul style="list-style-type: none"> EGUSD Core Survey results Pre and Post referral and suspension data

<p>What funding source will you use?</p>
<p>1 day Wednesday lunch and early out 11:30-2:30</p> <p>LCFF: \$2,160 21st Century: \$3,240 Total: \$5,400</p> <p>4 days Mon., Tues., Thurs., Friday (9:30-1:30) Title 1 (3010) \$18,225 1 day Wednesday (1:30-2:30) Title 1 (3010) \$3,750 Total: \$21,975</p> <p>Grand Total: \$27,375</p>

Actions/Services 3.4.2

<p>Principally Targeted Student Group</p>		
<ul style="list-style-type: none"> 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>Increase the safety and civility of the campus by adding additional support during Morning Mile Walk Club (1-6) and afternoon recess breaks for grades K-3 to increase the ratios of supervision and positive interaction including supplemental materials.</p>	<p><i>The Effects of Pre-Correction and Active Supervision on the Recess Behavior on Elementary School Students</i>, Lewis T.J., 2000</p>	<ul style="list-style-type: none"> Pre and post referral and suspension data

<p>What funding source will you use?</p>
<p>LCFF (7101) \$17,543</p>

Site Goal 3.5

<p>Increase the safety and civility of the campus through enhanced publiccommunication systems</p>	
<p>Metric: School Climate</p>	

Actions/Services 3.5.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> 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 of Communication Increase the positive culture and climate by purchasing a public address system for Tier 1 PBIS supports including school-wide Monday Morning Community Assemblies, Cougar of the Month, Cougar Pride recipients, Schoolwide Attendance Celebrations, Daily Morning Walk Club music and raffles, Annual Veteran's Day Community Celebration and PBIS positive culture events</p> <p>Provide Student Incentives for PBIS Awards Celebrations</p>	<p>Altering School Climate Through Schoolwide Positive Behavioral Intervention and Support, Bradshaw C., 2009</p>	<ul style="list-style-type: none"> EGUSD Core Survey results for parents and students Pre and Post referral and suspension data
What funding source will you use?		
<p>LCFF (7101) Upgraded existed system \$820</p> <p>PBIS - \$1,000 (7440) Student Awards Incentives for PBIS Celebrations (certificates, bracelets, etc)</p>		

Actions/Services 3.5.2

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>Increased Safety & Communication Increase the safety and civility of our campus as well as improve our emergency preparedness and staff command presence and communication by purchasing supplemental radios for all support staff who are part of the school-wide Emergency Preparedness Plan and who supervise students throughout the school day.</p> <p>Provide emergency buckets to provide necessary items to sustain students during an emergency</p>	<p>Schools Ratchet Up Safety Protocol, But Some Lack Basic Infrastructure. Allie Bidwell, 2015</p>	<ul style="list-style-type: none"> Pre and post timed drill reports Student and Parent EGUSD Core survey results
What funding source will you use?		
<p>LCFF (7101) (5)Motorola Radios x \$900 = \$4,252.25</p> <p>LCFF (7101) (45) Classroom Emergency Buckets \$3,311.00</p>		

Actions/Services 3.5.3

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>Academic Awards Celebrations Monitor and celebrate student academic growth around Core Content Standards 3x per year as part of Cougar Pride Assemblies for students, parents and staff.</p> <p>Provide Incentives for Awards Assemblies that celebrate academic growth and meeting academic goals for grades TK-6</p>	<p><i>It's Being Done: Academic Success in Unexpected Schools</i>, Karin Chenoweth</p>	<p>Accelerated Reader pre and post iReady pre and post Fountas and Pinnell pre and post</p>

What funding source will you use?

Title 1 (3010)
\$2,503

Site Goal 3.6

Reduce the disproportionately of the suspension rates of African American Boys

Metric: Suspension

Actions/Services 3.6.1

Principally Targeted Student Group

- Black or African American

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>Establish Mentorship Program Establish a mentorship program utilizing 100 Black Men to support African-American scholars who have been suspended from school.</p>	<p>National Mentoring Resource Center: Mentoring For Black Male Youth, Bernadette Sanchez, Ph.D. 2016</p>	<ul style="list-style-type: none"> • Pre and Post suspension rate data

What funding source will you use?

No supplemental cost

Actions/Services 3.6.2

Principally Targeted Student Group

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • 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>Counseling Services Provide small group counseling for students who have experienced significant trauma, grief and loss, etc. and behavior support groups for students to teach replacement behaviors.</p>	<p>Research on School Counseling Effectiveness (Metanalysis), CA Dept. of Education</p>	<ul style="list-style-type: none"> • Reduction in office referrals • Increases in student achievement (CAASP, benchmarks, BSPT) • Increase in s

What funding source will you use?

Title 1 (3010)
\$38,961 (counselor)

Site Goal 3.7

Increase awareness of the elements of bullying and decrease on campus incidents

Metric: School Climate

Actions/Services 3.7.1

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>Bullying Prevention Counselor will do in-class lessons for grades 1-6th using the district-wide bullying prevention program called: Stop, Talk and Walk</p>	<p>A Systematic Review o Bullying Prevention Programs in Schools , Ashley Lanigan, 2015</p>	<ul style="list-style-type: none"> • Student CORE Survey results • Discipline referral • California Healthy Kids Survey

What funding source will you use?

No supplemental

Site Goal 3.8

Work with all Support Personnel to Refine the RTI Process(Tiers 1-3) to Increase the Efficacy of Our System

Coordinate RTI PBIS Referrals

Metric: Other (Site-based/local assessment)

Actions/Services 3.8.1

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>Counselor To serve as On-Site Coordinator Referrals/PBIS/Student</p>	<p>Differential Effects of a Tier 2 Behavioral Intervention Based on Function of</p>	<ul style="list-style-type: none"> • Increase in support for Tier 2 referrals • Improvement in monitoring

<p>Support Center Coordinate the site's RTI PBIS and Student Support Center Referral system to enhance our responsiveness to student and community needs</p>	<p>Problem Behavior, Journal of Positive Behavior Interventions, Dickey, C., 2009</p>	<p>interventions and case managing through the system</p>
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<p>What funding source will you use?</p>
<p>Title 1 (3010) See 3.6.2</p>

Site Goal 3.9

Increase the safety and civility of the campus by teaching all students the Stop, Talk and Walk curriculum to prevent bullying incidents (cyberbullying and bullying on campus)

Metric: Attendance

Actions/Services 3.9.1

<p>Principally Targeted Student Group</p>		
<ul style="list-style-type: none"> 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>Reduce incidents of referrals for aggression and bullying by counselor teaching the district's anti-bullying curriculum to all classes as well as holding small groups for targeted social/emotional support for students</p>	<p>The Effects of a Targeted Intervention to Reduce Problem Behaviors, Journal of Positive Behavior Interventions, Horner, R.H., 2008</p>	<ul style="list-style-type: none"> Reduction in referrals Reduction in number of reported incidents involving bullying

<p>What funding source will you use?</p>
<p>Title 1 (3010) See 3.6.2.</p>

<p>District Strategic Goal 4: All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4: 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

Provide parents opportunity to increase their ability to participate fully in the educational process by offering on-site ELD classes.

Metric: Family and Community Engagement

Actions/Services 4.1.1

<p>Principally Targeted Student Group</p>		
<ul style="list-style-type: none"> EL Low Income 		

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>On-Site English Classes for Parents Provide childcare so the parents of English Learners and can fully participate in the instructional program</p>	<p>Increasing Parent Involvement for ESL Parents, Cristina Holmes, 2014</p>	<ul style="list-style-type: none"> Parent attendance in ELD classes

What funding source will you use?

Title 1 Parent Involvement
\$2,700 (\$300 x 9 months)

Site Goal 4.2

Increase our parents and students knowledge around college and career readiness by providing opportunities to visit local colleges and universities as well as the local high school (CTE pathways)

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>Curricular Trips Provide 1 fieldtrip a year for every student and his/her parent in grades 4-6 to a local college (Sac State University, UC Davis and Sac Junior College)</p> <p>Provide opportunity for all students and their parents in grades 5-6 to participate in Florin High School CTE fieldtrip to learn about the career pathways offered</p>	<p>Constructing School Success: The Consequences of "Untracking" Low Achieving Students, Hugh Mehan, 1996</p>	<ul style="list-style-type: none"> Pre and Post student/parent survey

What funding source will you use?

Title 1 Parent Involvement
\$1,000 x 3 = \$3,000

Florin High School Trip - no charge

Site Goal 4.3

Increase kindergarten parents' knowledge of foundational reading skills and provide resources to support their students' proficiency in reading at home

Metric: Family and Community Engagement

Actions/Services 4.3.1

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?
<p>Kindergarten Parent Literacy Training Provide a series of onsite trainings and books to build home libraries for kinder families in conjunction with Learning Support Services</p>	<p>Workshops Work! Hosting Literacy Workshops for Families and Preschoolers, Nel Duke, 2014</p>	<ul style="list-style-type: none"> • Kindergarten BSPT pre and post data • Kindergarten CAP data • Kindergarten pre and post reading scores • Parent pre and post survey
<p>What funding source will you use?</p> <p>\$1,000 Title 1 Parent Involvement Funds to purchase books to build home libraries</p>		

Site Goal 4.4

Increase parents' knowledge about the Common Core State Standards in ELA and Math and provide training to support their students proficiency in reading including building their access to high quality literature at home (home libraries)

Metric: Family and Community Engagement

Actions/Services 4.4.1

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>K-6 Parent ELA and Math Training Provide a series of ELA and Math workshops to empower parents with strategies, materials and high quality books to support their children at home</p>	<p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005</p>	<ul style="list-style-type: none"> • EGUSD parent CORE survey results • Parent EXIT slips from trainings

<p>What funding source will you use?</p> <p>Title 1 Parent Involvement Additional Hourly Teacher Presenters \$2,000</p> <p><u>Title 1 Parent Involvement</u> Workshop Materials \$500</p> <p><u>Title 1 Parent Involvement</u> Books to Build Home Libraries Grades TK-6 \$3,000</p>		
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C. Justification of School-Wide Use of Funds

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

**Local Control Accountability Plan (LCAP)
Year 2017 - 2018**
IV. Funding
Samuel Kennedy Elementary - 296

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$31,263	\$31,263	\$31,263	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$932	\$0	\$932	\$932	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	42.3752	\$0	\$4,879,252	\$4,879,252	\$4,879,252	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$131,588	\$131,588	\$131,588	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$32,577	\$0	\$32,577	\$32,577	\$0	\$0	\$0	\$0
2355 Energy Savings (TK-12) 0000 Unrestricted	0	\$1,390	\$0	\$1,390	\$1,390	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$63,265	\$63,265	\$63,265	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$149,233	\$149,233	\$0	\$0	\$149,233	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$28,086	\$28,086	\$0	\$0	\$28,086	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$0	\$5,000	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0	\$0	\$56,868	\$56,868	\$56,868	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$34,150	\$34,150	\$0	\$34,150	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$252	\$0	\$252	\$252	\$0	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$1,773	\$0	\$1,773	\$1,773	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$26,128	\$26,128	\$0	\$0	\$26,128	\$0	\$0
4900 Director of									

Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	3.475	\$0	\$426,283	\$426,283	\$113,861	\$232,880	\$66,153	\$13,389	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$1,654	\$0	\$1,654	\$1,654	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.9376	\$0	\$117,638	\$117,638	\$0	\$0	\$117,638	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.375	\$0	\$12,361	\$12,361	\$0	\$0	\$12,361	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0.25	\$0	\$45,000	\$45,000	\$0	\$45,000	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.45	\$0	\$149,379	\$149,379	\$149,379	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	1.1	\$0	\$124,359	\$124,359	\$124,359	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.6875	\$0	\$217,026	\$217,026	\$217,026	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.5625	\$0	\$213,711	\$213,711	\$213,711	\$0	\$0	\$0	\$0
Totals	62.7129	\$38,578	\$6,711,590	\$6,750,168	\$6,019,150	\$317,030	\$400,599	\$13,389	

Signatures: (Must sign in blue ink)

Date

Principal **Wendy Thompson**

School Site Council Chairperson **Nicole Serna**

EL Advisory Chairperson **Olivia Quezada**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

