



# Samuel Kennedy Elementary

## Local Control Accountability Plan (LCAP) 2020 - 2021

**Principal:** \_

**(Signature):** \_

**County-District-School (CDS) Code:** 34673146033104

**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.

### Stakeholder Engagement

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The Kennedy staff met to review and analyze our student performance results based on our previous year's LCAP. We looked at the impact of the actions outlined in the plan as they related to the state and EGUSD's four strategic goals. The PLC Leadership Team and Grade Level Leadership teams met throughout the year to discuss actions, progress monitor implementation efforts and to provide feedback in the services that appropriately support students and teaching. The site conducted a Tiered Fidelity for PBIS and the results were discussed and shared out with staff.</p> <p>During ELAC and SSC meetings, site data was shared, discussed and members' feedback was solicited for all four strategic goals.</p> <p>The following were opportunities for stakeholders to be part of the input and planning for the upcoming LCAP:</p> <ul style="list-style-type: none"> <li>• SSC Meetings/Trainings - Sept. 14, Sept. 23, Oct 21, Nov 18, Mar. 17, April 21</li> <li>• Leadership Team Meetings - Sept 28, Oct 26, Nov. 30, Jan 25, Feb 22, Mar 29, Apr. 26, May 24</li> <li>• Campus Culture Committee Meetings (PBIS) - Sept 3, Oct 1, Nov. 5, Dec 3, Jan 7, Feb 4, Mar 4, Apr 1, May 6, June 3</li> <li>• PLC Leadership Meetings - Sept 14, Oct 12, Nov 9, Dec 14, Jan 11, Feb 22, Mar 8, Apr 12, May 10</li> <li>• Staff Meetings - Oct 5, Nov 2, Dec. 7, Jan 4, Feb 1, Mar 1, April 5, May 3, June 7</li> <li>• ELAC Meetings - Sept 30, Oct 28, Jan 27, Feb 24, Mar 31, Apr 28</li> </ul>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>1. A PLC Leadership Team was created to help ease the demands of the Leadership Team. The PLC Grade Level Leader position was created so that the PLC Leadership Team will focus on student achievement while the Grade Level Leadership Team will focus on all other areas. Both teams will review data provided by all stakeholders to help guide school-wide decision-making.</p> <p>2. Due to the concerns we were having with the social/emotional needs of our students, we recognized the need for additional counseling services. We would like to keep our elementary school counselor for the 2019-2020 school year.</p> <p>3. Due to the diversity of our school population, we would like to learn about the cultural differences within our families so that we can better serve the needs of our students and families. We will hold monthly parent/family events to build better relationships with our families.</p> <p>4. Due to the Covid19 outbreak at the end of the 2019-2020 school year, we recognize that funds should be used for intervention services during the 2020-2021 school year.</p>

### Resource Inequities

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

Samuel Kennedy Elementary School was identified as an Alternative Targeted Support and Improvement school because our Chronic Absenteeism is very high for almost all of our subgroups. (African American, White, Hispanic, Pacific Islander, White, EL, SED, SWD and our 2 or more category) We are looking for ways we can improve our attendance by building stronger parent/teacher/student/admin relationships. As recommended by [attendanceworks.org](http://attendanceworks.org), we will focus on our Tier 1/Tier 2 supports which are:

School-wide Goals for 2020-2021

1. Decrease the number of chronically absent students
2. Increase school-wide Math scores
3. Improve our Distance Learning model
4. Update mission and vision (AVID and site values)

Tier 1:

Provide an engaging school climate  
 Positive relationships with students and families  
 Impact of absences on achievement widely understood  
 Chronic absence data monitored  
 Good and improved attendance recognized  
 Common barriers identified and addressed

Tier 2:

Personalize early outreach (home visits)  
 Action plan addresses barriers and increases engagement  
 Caring mentors

In reviewing our data, it is clear that our African American students and our Students with Disabilities are not making the progress we would like them to make in ELA and Math. The data shows also that our African American students have a higher suspension rate than the other subgroups.

After reviewing our data, we recognize that the above mentioned students need additional targeted support to meet growth goals. As a result of our needs assessment, the following goals and actions have been added to support students:

- 1.1.1. Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
- 1.1.7 Tier II Intervention- additional small group support
- 2.1.2 Data Day time to discuss student data with Tier 2 team
- 3.3.1 School counselor to provide supplemental instruction in social and emotional learning for students
- 4.1.2 Parent and Family Engagement- monthly trainings/school events
- 4.2.1 School-wide Attendance Improvement Plan

**Goals, Actions, and Progress Indicators**

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

Provide targeted instruction for for students assessed to be below grade level to close the achievement gap for students not proficient in reading. The following measures will be used to progress monitor the intervention:

- Fountas and Pinnell running records
- iReady Diagnostic #1, 2 and 3
- BSPT Pre and Post scores
- SBAC Claim Area Growth in Reading

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

The following measures will be utilized to identify and progress monitor students' all students' performance: SBAC, iReady Diagnostic 1, 2, 3 in ELA/Math; iReady online progress reports (ELA/Math); Fountas and Pinnell running records and EGUSD BPST(Grades TK-1) and ongoing ELPAC data.

**Metric:** A-G Completion

**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><b>Grade Level Data Analysis</b> 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><b>Grade Level Release Day Planning &amp; Professional Development</b> Provide release time for teachers to do collaborative planning around formative assessments, backward plan units of study, meet with instructional coaches, create year long plans, create school-wide assessment plan, and observe in classrooms throughout the year.</p>	<p><b>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</b>, Fisher, Frey and Hattie 2016</p> <ul style="list-style-type: none"> <li>• <b>Collective Teacher Efficacy</b> effect size 1.57</li> <li>• <b>Teacher Clarity</b> effect size .75</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student achievement on Kennedy common formative and summative assessment measures</li> <li>• K-1 EGUSD BPST and Benchmarks</li> <li>• CAASPP</li> <li>• ELPAC</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$75000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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><b>Using a Variety of Instructional Strategies, Resources and Technologies to Meet Students' Diverse Learning Needs</b></p> <ul style="list-style-type: none"> <li>- Customized Agendas for grades 3-6</li> <li>- Curriculum and technology site licenses</li> <li>- Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports for student data chats, monthly progress monitoring and trimester parent conferences to close the achievement gap</li> <li>- Duplos to run supplemental Title 1 materials to support students' proficiency in ELA and mathematics; - - Supplemental supplies and service agreements to support the instructional program; supplemental leveled text and decodables to support small group instruction in grades TK-6</li> </ul> <p><b>iReady</b></p>	<p><b>30 Years of Research : What We Now Know About How Children Learn to Read</b>, Grossen</p> <p><i>John Hattie: Visible Learning for Teachers:Maximizing Impact on Learning</i></p> <ul style="list-style-type: none"> <li>• <i>Small Group Learning</i></li> <li>• <i>Reading Phonics Instruction Effect Size: .60</i></li> <li>• <i>Reading Comprehension Programs Effect Size of 0.58</i></li> </ul>	<ul style="list-style-type: none"> <li>• Observations during instructional rounds</li> <li>• Pre and Post on benchmark reading assessments</li> <li>• Student surveys</li> </ul>

Students in grades 1-6 will access iReady online instruction for 30-45 minutes a week in Reading and Math. This will take during their small group instruction time.  
 (Note: iReady has been submitted and is going through the review process. It is temporarily approved for the 2020-2021 school year unless it is adopted by the Board for future use.

**Reflex Math**

Students in grades 1st-6th will use Reflex math to increase their math fluency. This program will be used during Tier 2 intervention services within the home classroom.

**Accelerated Reader**

Students in grades 4th-6th will participate in our school-wide reading incentive program using Accelerated Reader. Students will be recognized for their efforts during our awards ceremonies.

**AVID**

Students in grades 4-6 will be introduced to AVID during the 2020-2021 school year. Teachers will help students prepared to be college ready and provide instruction on organization skills, goal setting, note taking, and college readiness.

**TECHONOLOGY**

We will need to purchase additional technology to assist our students when they return to learning at school.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$25000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$14616	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$51673	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$68000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**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><b>Professional Conferences</b>                      Provide opportunities for teachers to attend professional conferences to enhance their instructional practice or those that support our PLC, GLAD, Technology, and PBIS implementation efforts.</p>	<p><b>Professional Learning Teams Continuum,</b>                      Richard Dufour</p>	<ul style="list-style-type: none"> <li>• Commitments to capacity-building grade level teams as is observed through grade level minutes and instructional rounds</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$25000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.4**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
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><b>Curricular Trips</b> Provide for every student in grades TK-6 curricular trips 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..</p> <p><b>Curricular and Culture assemblies</b> Provide additional opportunities for students to build their content knowledge around curricular areas of studies, cultural competency and social emotional learning outcomes by hosting assemblies on campus.</p>	<p><b>Making the Case For Fieldtrips: What Research Tells Us and What Site Coordinators Have To Say</b>, Martha L. Nabors, Ph.D.,</p>	<ul style="list-style-type: none"> <li>Authentic student writing samples in required genres</li> <li>observations during collaborative conversations</li> </ul>		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$15000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.5**

Principally Targeted Student Group				
<ul style="list-style-type: none"> <li>All</li> </ul>				
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><b>Professional Development: iReady</b> Provide professional development for <b>all newly hired staff</b> on how to utilize the iReady integrated blended learning program for ELA, Math and Writing to assess and measure mastery of standards, identify specific needs for whole class or small groups for reteaching, understand the progress throughout grade level instruction, identify patterns across groups of student to plan small group instruction, personalize learning paths and monitor student growth over time.</p> <p>iReady has been submitted for review and is temporarily approved for the 2020-2021 school year unless it is adopted by the Board for future use.</p>	<p>www.i-ready.com/research</p> <p>The Educational Research Institute of America: The iReady and Smarter Balanced Assessment Consortium</p>	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Student Formative, interim and summative assessments from iReady and Fountas and Pinnell</li> </ul>		
Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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**Actions/Services 1.1.6**

<b>Principally Targeted Student Group</b>				
• 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?		
<b>Newcomers and English Learners (K-2)</b> Provide EL students with additional opportunities to develop fluency in English reading and writing through supplemental small group instruction. Provide after school supplemental instruction for EL Newcomers.	12 Best Practices to Support EL Students in the Classroom, Jennifer Gonzalez, Dec. 11, 2014	Pre and Post scores on Fountas and Pinnell iReady typical and stretch growth progress ELPAC claim area growth/Overall growth		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$25000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.7**

<b>Principally Targeted Student Group</b>				
• 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?		
<b>Tier II Intervention: Paraeducator Support</b> for push in during literacy to provide supplemental small group instruction during workshop based on students F&P and BPST levels.  <b>Tier I Intervention:</b> All students in grades TK-6 will be taught by their classroom teacher at their F&P instructional level during the small group reading time of the literacy block.  <b>iReady</b> Students in grades 1-6 will access iReady online instruction at least 45 minutes a week in reading and 45 minutes a week in math in order to complete lessons which have been differentiated to meet their individual needs.  <b>After School Tutoring:</b> Students not meeting grade level expectations will receive after school tutoring services.	<b>Research Base for Guided Reading as an Instructional Approach</b> , Fountas and Pinnell 2010  John Hattie, <b>Visible Learning for Teachers: Maximizing impact on Learning</b>  <ul style="list-style-type: none"> <li>• Small group learning (.49 effect size)</li> <li>• <b>Reading Phonics instruction</b> (.60 effect size)</li> <li>• <b>Reading comprehension programs</b> (.58 effect size)</li> </ul>	Fountas and Pinnell pre and post scores (growth along the continuum)  iReady typical and stretch growth from diagnostic #1-3  BPST pre and post scores  Grade Level CFAs		
Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$65000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$75000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.8**

<b>Principally Targeted Student Group</b>				
• 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><b>Library Technician-</b> Our Library Technician will provide library services to our students and families. Parent University meetings will be held in the library and the LT will assist the principal with Principal Meet &amp; Greets, Tk/Kindergarten Orientation, Parent University events, and other activities which help connect the school and the community. The Library Technician will also support school-wide literacy programs such as Accelerated Ready, iReady, and We Both Read programs.</p>	<p>A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement, D. Katchel, 2013</p>	<ul style="list-style-type: none"> <li>Fountas and Pinnell progress pre and post</li> <li>iReady "Reading Literature" and "Reading Informational" progress from Diagnostic #1-3.</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$37000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.9**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>All</li> </ul>		
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><b>APC Coordinator for Cougar Academy</b> will coordinate the ASES program along with helping to reinforce and carry out our school priorities.</p> <p>The paraprofessionals in the Cougar Academy program will receive professional development in reading and math to support the goals of the school.</p>	<p><b>Research Says After School Programs Can Pay Off</b>, ASCD, J. David, 2017</p>	<ul style="list-style-type: none"> <li>iReady pre and post scores increase one band for students participating in after school program</li> <li>F&amp;P pre and post reading scores increase for students in after school program</li> <li>Growth in scaled scores on SBAC (3-6) increase for students participating in after school program</li> </ul>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$14000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.1.10**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>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</li> </ul>		
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><b>GATE Coordinator and GATE Program</b> GATE students will be provided differentiation through depth and complexity by participating in after school enrichment taught by time-sheeted teachers.</p> <p>Materials will be purchased to support the GATE after school program to support STEM, etc.</p>	<p>John Hattie, <b>Visible Learning for Teachers: Maximizing Impact on Learning</b></p>	<p>iReady and SBAC scores of GATE identified students will be at the Exceeded level in both ELA and Math</p> <p>Increase in number of students participating in GATE for the 20-21 school year.</p>

Funding Source	Amount	Description of Use		



GATE (7105/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1**

Provide teachers and staff with the professional development and resources they need to improve school-wide PLC practices. Teachers will meet weekly to develop high-quality lesson plans with learning targets and success criteria, create common formative assessments, develop action plans, share students work, and study best practices to enhance the academic progress of all students.

**Metric:** Assessment System

**Actions/Services 2.1.1**

<b>Principally Targeted Student Group</b>				
• All				
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>		
<p><b><u>PLC Leadership Team and Grade Level Leadership Release Days</u></b> Release time for the PLC Leadership Team and Grade Level Leadership Team to discuss school-wide systems and practices prior to the end of the school year.</p> <p><b><u>PBIS Tier 1 &amp; Tier 2 Team</u></b> Release time for both PBIS teams to review systems and prepare for TFI annual evaluation.</p>	<p><b>Learning By Doing: A Handbook for Professional Learning Communities at Work</b>, Richard DuFour, 2006</p>	<ul style="list-style-type: none"> <li>• Progress monitoring and planning documents related to schoolwide program</li> </ul>		
<b>Funding Source</b>	<b>Amount</b>	<b>Description of Use</b>	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.1.2**

<b>Principally Targeted Student Group</b>		
• All		
<b>Specific Actions to Meet Expected Outcome</b>	<b>What is the Research Confirming this is an Effective Practice?</b>	<b>How will you Measure the Effectiveness of the Actions/Services?</b>
<p><b><u>Intervention Team Meetings- Tier II</u></b> Provide sub release time for classroom teachers to meet with the Tier II team regarding students of concern and to collaborate with the Tier II team members (psychologist, behaviorist, etc)</p>		Number of SSTs

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 2.2**

English Language Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. We will increase the frequency and quality of the use of research proved ELD practice throughout the instructional day. Use ELPAC data to drive ELD instruction in both designated and ELD instruction. Teachers will provide designated ELD strategies 30 minutes a day, 5 days per week (K is 15 minutes a day) as required by law.

Our goal will be to increase our redesignation rate for English Language Learners each year. Our goal will be to increase by 5% for the 2021-2020 school year.

2014-2015	4.5%
2015-2016	5.7%
2016-2017	10.7%
2017-2018	12.2%
2018-2019	7.11%

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

- EL • Low Income • R-FEP

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. 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 site ELAC meetings. The EL Coordinator will continue to be an administrator who will work with our EL Coach to oversee the implementation of testing.</p> <p>2. EL Coordinator will plan ELAC meetings, participate in DELAC meetings, RFEP monitoring, and redesignating of students.</p>	<p>English Language Proficiency Assessments for CA, CDE Website</p>	<p>1. Our goal is to ensure all students are assessed according to required timelines and than an additional 12% of our EL students become redesignated this year.</p> <p>2. The goal is for our ELAC meetings to have an 5% more attendees than the previous year.</p>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$37205	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.2.2**

**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>1. Credentialed staff will provide additional tutoring services for our ELs after school or during intersession to enhance their speaking, listening, reading, and writing skills.</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> <li>• <b>Small Group Learning</b>- Effect size of 0.49</li> <li>• <b>Reading Phonics Instruction</b>- Effect Size 0.60</li> </ul>	<p>1. Common Formative Assessments - site created</p> <p>2. ELPAC data</p>

- **Vocabulary Programs**-Effect size of 0.63
- **RTI**- Effect size of 1.09

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<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:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

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

**Site Goal 3.1**

Increase peaceful conflict resolution grades 1-6 by utilizing STORM during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports

**Metric:** School Climate

**Actions/Services 3.1.1**

**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><b>S.T.O.R.M.</b>  <b>Increase positive culture and climate on campus</b> by utilizing program leaders during afternoon 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>Provide playground supplies and equipment for student activities on campus.</p> <p>Purchase safety mats to ensure student, staff, and parent safety in high traffic areas.</p> <p>Purchase new library book scanner to provide better library services to students and families. The scanner will also assist us in monitoring student/teacher curriculum.</p>	<p><b>Are We Losing Play Without a Purpose?</b>, Sarah Sparks, 2017</p> <p><b>Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression</b>, Murphy, H.A., 1983</p> <p><b>The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students</b>; Lewis, T.J., 2000</p>	<ul style="list-style-type: none"> <li>• EGUSD Core Survey results</li> <li>• Pre and Post referral and suspension data</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

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><b><u>Before School Morning Mile Walk Club</u></b>                      Increase the safety and civility of the campus by supervision of the Morning Mile Walk Club in grades (1-6) to increase positive 3:1 interaction</p> <p>Provide supplemental materials to reward students following the GFS as defined by PBIS structures .</p>	<p><b><i>The Effects of Pre-Correction and Active Supervision on the Recess Behavior on Elementary School Students</i></b>, Lewis T.J., 2000</p>	<ul style="list-style-type: none"> <li>Pre and post referral and suspension data</li> </ul>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2	
<p><b>Increase the positive culture and climate at Kennedy by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior</b></p>	
<p><b>Metric:</b> School Climate</p>	

Actions/Services 3.2.1				
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><b><u>Positive Reward Systems and Signage</u></b>                      Increase the positive culture and climate by staff providing Students PBIS Awards Celebrations, Monday Morning Community Assemblies, Cougar of the Month, Cougar Pride recipients, School-wide Attendance Celebrations, Daily Morning Walk Club, and PBIS positive culture events.</p>	<p><b><i>Altering School Climate Through Schoolwide Positive Behavioral Intervention and Support</i></b>, Bradshaw C., 2009</p>	<ul style="list-style-type: none"> <li>EGUSD Core Survey results for parents and students</li> <li>Pre and Post referral and suspension data</li> </ul>		
Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3	
<p>Increase the site's resources and response students' academic, social and emotional needs including peaceful conflict resolution and bullying prevention through personnel, training, Tier II collaboration meetings, Co-Ops Release Time for knee to knees and SST/IEP/504 meetings.</p>	
<p><b>Metric:</b> Other (Site-based/local assessment)</p>	

**Actions/Services 3.3.1**

**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><b><u>Second Step Curriculum for Grades K-6</u></b>                      Implement the use of 2nd Step Curriculum schoolwide to address our students social and emotional learning needs. Provide staff with additional Second Step professional development.</p>	<p><b><u>Early Intervention Can Improve Low Income Children's Cognitive Skills and Academic Achievement</u></b>, American Psychological Association, April 22, 2004.</p>	<ul style="list-style-type: none"> <li>• Tier II MTSS Documents</li> <li>• Decrease Office Referrals</li> <li>• Pre and Post 2nd Step assessments</li> <li>• Decrease suspension</li> </ul>

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.3.2**

**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><b>Counselor will provide supplemental instruction in social and emotional learning for students identified in Tier II</b>                      Utilize 2nd Step and Strong Kids curriculum to provide additional small group instruction to reduce suspension rate and disproportionality; provide in-class lessons and coordinate schoolwide anti-bullying efforts for all grade levels; coordinate the Tier II MHT referrals, monthly meetings and meeting minutes;</p>	<p><b>Research Support for School Counseling</b>, University of Massachusetts, Amherst (Meta-analysis)</p>	Reduction in office referrals (pre and post) Reduction in suspension rates

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$75000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

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

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

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 parent trainings, parent nights,

parent support and additional opportunities to conference with teachers around strategies to help at home, student concerns, progress etc.

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**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><b><u>Home and School Connection and Communication</u></b>                      Provide additional school staff through the parent liaison position to support the home-school connection and building relationships with families before, during and after school.</p>	<p><b>Parent Involvement and Student Achievement: A Meta-Analysis</b>, William Jeynes, 2005</p>	Parent Core Survey Results Increased Parent Participation at Back to School Night, Open House

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$6000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**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><b><u>Parent Trainings</u></b>                      Provide a series of academic trainings including iReady ELA and math, Early Literacy, Fountas and Pinnell Reading Levels, other academic interventions, social emotional and safety trainings to inform and empower parents with strategies, materials and high quality books to support their children at home; provide additional opportunities for teachers to conference with parents on strategies to help their children at home.</p>	<p><b>Parent Involvement and Student Achievement: A Meta-Analysis</b>, William Jeynes, 2005</p>	<ul style="list-style-type: none"> <li>• EGUSD parent CORE survey results</li> <li>• Parent EXIT slips from trainings</li> </ul>

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.3**

**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><b><u>TK/Kindergarten Orientation and We Both Read Parent Training</u></b>                      To support our TK and Kindergarten students matriculation to school, host an orientation for students and parents that provides a tour of the campus and classrooms, participate in</p>	<p><b>Enhancing the Transition to Kindergarten</b>, Early Childhood Research Quarterly, Lisa Berlin</p>	Parent Surveys

lunch at school and review processes and procedures, visit the computer lab and library where parents will receive additional information and training on the We Both Read program and provide every child with a bag of books to build their home libraries.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.4**

**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?
ELAC Meetings Provide light refreshments and other resources to encourage parent participation and involvement in their children's education through ELAC meetings	<b>Parent Involvement and Student Achievement: A Meta-Analysis</b> , William Jaynes, 2005	Increase in parent participation (via sign ins) at meetings

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

**Decrease our chronic absenteeism.** Strengthen our home-school connection through the programs and supports that we provide for students and families. In reviewing the data, 19.6% of our students are chronically absent. Our goal is to improve our attendance by 7% this school year.

**Metric:** Attendance Rate

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
We will create a school-wide attendance plan to celebrate students and families who receive perfect attendance each month. Phone calls from teachers, administrators, and office staff regarding attendance. We will identify students with chronic absenteeism and connect them to our Silent Helper program and document our progress through the MTSS referral process. Student of concern will be discussed at our weekly Tier 2 meeting and an action plan will be created for each student.  The team will work closely with our FACE team and our Attendance Intervention	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight <a href="https://www.edweek.org/media/chronicabsence-15change.pdf">https://www.edweek.org/media/chronicabsence-15change.pdf</a>	1. Analyze monthly attendance 2. Work with Tier 2 Team to identify families with concerns 3. Complete home visits as needed 4. Celebrate students with perfect attendance each month.

Office to provide additional resources and trainings for families.

The FACE team will also provide training for our staff in helping our families and our team solve the chronic absenteeism problem we are facing.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>



### Justification of School-Wide Use of Funds

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

n/a



**Local Control Accountability Plan (LCAP)  
Year 2020 - 2021**

**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	
<b>1510</b> Regular Education (TK-6) <b>0000</b> Unrestricted	0	\$0	\$34,090	\$34,090	\$34,090	\$0	\$0	\$0	\$0
<b>1511</b> Regular Education (TK-6) - Allocated FTE <b>0000</b> Unrestricted	0	\$0	\$59,270	\$59,270	\$59,270	\$0	\$0	\$0	\$0
<b>7101</b> LCFF Supple/Conc TK - 6 <b>0000</b> Unrestricted	0	\$0	\$32,616	\$32,616	\$14,616	\$0	\$10,000	\$0	\$8,000
<b>7150</b> EL Supplemental Program Services TK-6 <b>0000</b> Unrestricted	0	\$0	\$38,205	\$38,205	\$0	\$37,205	\$0	\$1,000	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$620,673	\$620,673	\$487,673	\$19,000	\$102,000	\$20,000	\$-8,000
<b>7440</b> Positive Behavior Incentive Supports <b>7510</b> Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	0	\$0	\$785,854	\$785,854	\$595,649	\$56,205	\$113,000	\$21,000	

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	\$620,673
Subtotal of state or local funds included for this school	\$165,181

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

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

Principal **Sandra K. Brown**

School Site Council Chairperson **Santrice Davis**

EL Advisory Chairperson **Norma Aguilar**

_____	_____
_____	_____
_____	_____