Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Sandra Brown

County-District-School (CDS) Code: 34673146033104

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Action Plans and Progress Monitoring

Samuel Kennedy Elementary | Focused Work: 2024-2025

Goal Setting (Icapid: 619)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

At Samuel Kennedy Elementary School, we have created a timeline which helps us ensure that all stakeholders will have input in the development of the site LCAP. This process begins in the the fall as we meet with our School Site Council, our English Language Advisory Council, and our staff. We share the data we received from our Reserach and Development department which includes our CDE Dashboard data, CAASPP/SBAC data, site formative assessment data, survey results from students, parents, and staff,

discipline and attendance results, and SMART goal data which is developed by our grade level teams.

Stakeholders were given opportunities to provide input at the following meetings:
Title One Parent Meeting: July 25, 2023 and August 24, 2023.
English Language Advisory Commitee: September 21, 2023, December 14, 2023, February 21, 2024, and April 24, 2024
School Site Council: October 19, 2023, November 30, 2023, February 22, 2024, May 8, 2024
Certificate Staff Meetings: February 5, 2024, March 4, 2024, and April 8, 2024
Grade Level Leadership Team Meetings: January 15, 2024, February 26, 2024, March 25, 2024

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

All stakeholders were given an opportunity to review the LCAP metric data and share feedback within their groups and with our administrative team. After reviewing the data, the groups recognized that our site math scores are much lower than the district's average. We worked closely with our SIS (Student Improvement Services) team to explore the cause. Our SIS team assisted us in helping us identify the root cause analysis of why our math scores were so low. We determined that:
1) Students did not receive all of their math curriculum during 2019-2021 school years.
2) Students received a new math curriculum this year and were adjusting to the new changes.
3) Overall, students struggle with their math fluency.
Hence, we have decided to continue to enhance our math intervention for the 2024-2025 school year.

The following suggestions were also shared during our stakeholder discussions:
1) Continue to support the work we are doing in the Reading Room. We have seen great succes with our students' progress and we are seeing a decrease in students being assessed for Tier 3 supports.
2) Continue the work we are doing with our Math intervention groups. Develope beginning and end of the year assessments to determine if students are making progress.
3) Maintain the work we are doing with our school counselor. Continue to implement the Second Step curriculum in all of our classrooms.
4) Provide push-in/pull out supports for our Newcomer students.
5) Continue our partnership with the ASSIST program- to provide structured play services during recess.
6) Continue our adult English classes for families.
7) Continue to support our AVID program.
8) Continue to streamline the work with are doing within our PLCs.
9) Focus on improving our chronic attendance rate.
10) Continue to develop and enhance our PBIS implementation.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

After reviewing the needs assessment provided by our stakeholder groups, we would like to make the following changes.
1) We see a need to enhance our ELD instruction. We saw a decrease in our ELD student progress this past year. We would like to simplify the planning process for teachers who are required to provide ELD instruction every day.
2) We would like to identify ways we can improve our school-wide math scores. We will work closely with our Math Academic Intervention Teacher to develop assessments that will help us monitor school-wide progress over time.

3) While we did see a decrease in chornic absenteeism, we recognize that we need to see more improvement. We would like to develop a better school-wide attendance system that will help students attend school more regulalry.
4) We see a need to enhance our parent - home communcation. We will work closely with our staff, our district's FACE department and our PTO to inrease the work we are doing with our families.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**

Site Goal 1.1   (SiteGoalID: 7318) (DTS: 12/13/23)

GOAL: Overall English Language Arts (ELA) scores will increase from 27% to 35% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: RED

- **African American students will increase from 10.2% met or exceeded standards to 20%.**
- **EL Students will increase from 17% to 25%**
- **Hispanic students will increase from 12% met or exceeded standards to 20%**

Overall Math scores will increase from 21% to 30% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

- **African American students will increase from 10.2% met or exceeded standards to 20%.**
- **EL Students will increase from 17% to 25%**
- **Hispanic students will increase from 18.4% to 25.**

Metric: CAASPP (ELA, Math, Science) - Percent
Standard Met or Exceeded

Action 1.1.1   (SiteGoalID: 7318) (DTS: 12/13/23)

Targeted Student Group(s)

• American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Native Hawaiian or Pacific Islander • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Implement a strong Tier I instructional delivery model school-wide. Provide professional development opportunities for staff, along with resources and materials to support proficiency in ELA & Math, and increase staff knowledge about the Instructional Framework, AVID, PLC implementation, Common Formative Assessments, and Culturally Responsive Instruction. Students who are not meeting grade level standards, and who are unable demonstrate the basic skills needed to read, will be referred to our Tier 2 Reading Room. Students not meeting basic math skills in 3rd-6th grades will also receive addiitonal interventions services. <u>July - June</u> Teachers will work closely with our CPL coaches as we begin our second cohort of LETRS training. CPL/EL coaches will continue to provide model lessons for	**July - June:** Administration will monitor implementation of PD received as displayed in: • Walkthrough data (weekly) • Meeting agendas • Improved student achievement on grade level common assessments; K/1 Benchmark 80% of students will meet benchmarks. This data will be collected at the end of each trimester and reviewed at COOPs. • Increase overall students meeting or exceeding standards in ELA and Math by 5% as measured by CAASPP. These results are reviewed at our September staff PD meeting. **July - June:** A year long PD meeting plan is created with our PLC leadership team and our CPL coaches. Teachers attending conferences will share information out at PD meetings which are held on the third week of each month.	

teachers in LETRS, AVID, ELD, GLAD, etc. During the 2024-2025 school year, we will focus more on our designated ELD time to ensure all of our students are receiving the services that they need to be successful.

August-June: **Academic Intervention Teachers** will support teachers in completing their BOY assessments. Results will help us determine which students will be served in and outside of the classroom. Students will generally receive intervention services for 6-8 weeks. If they continue to not make progress, they will be referred to our Tier 2 team and we will create an action plan for each student. When possible, students will be referred to our Tier 3 team when we see limited or no progress over time.

1. *July/August:* Our Academic Intervention teachers will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria.
2. AITs identify students in need of academic support based on Illuminate Data, Benchmark Assessments and LTRS assessments. Services begin once all assessments are completed.
3. *September/October/February/March:* COOPs are held to discuss site assessment data and any additional concerns. The principal and CPL coaches meet with each teacher to discuss the needs of the students and the teacher. During COOPs, teachers review their formative assessments and share concerns as needed. At this time, the princpal works with the team to review any action plans set up by the Tier 2 team and

PD plans and implementation are created and shared at our PLC Leadership meetings which are held on the second Monday of each month.

Assessment scores are reviewed at CAST meetings which are held during the 8th week of the first and second trimester.   AITs and ASTs provide updated reports of student progress. The following data is reviewed at the CAST meetings.

- Beginning of the Year assessments
- Illuminate data (LETRS, Phonics survey, etc.)
- CAASPP data
- ELPAC data
- Improved overall scores on site assessments.

collaborates with all support providers to ensure the student receives what they need.

4. _End of Each Trimester (November, March & June):_ At the end of each trimester, we identify which students are making progress and which students are struggling. The team then adjusts the action plan as needed.

Action 1 -Salaried Teachers:

Title 1: 2 AITs for Reading Room
Jennifer Wanlin
Jill Hunter
Title I: $315,000

Action 2- Push-in Credentialed teachers
Hildy Tuttle
Retired teacher
Title I: $40,000

Action 3- Vice Principal- .5
Brian Brink
Supplemental: $60,000

Action 1.1.2   (SiteGoalID: 7318) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Using a variety of instructional strategies, resources and technologies to meet student's diverse learning needs: Kennedy will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as Reflex Math, IXL, Accelerated Reader, EPIC, and Sumdog, will supplement our core curriculum and support student achievement. Additional resources and supplies to support the implementation of ELA/Math during whole group and small group instruction will be purchased. The below materials and resources are supplemental materials that staff are using consistently and have found effective in supporting learning. 1. Approved supplemental ELA/Math resources 2. Math manipulatives 3. Reading games and materials 4. Provide maintenance agreements, parts, services, supplies, and replacement of supplemental resources. 5. Print shop orders 6. Agendas/School Communication Folders 7. AVID supplies (highlighters, markers, colored pencils, notebooks, sentence strips, etc.) 8. Addiitonal ink and paper for intervention supports	Assessments are given at the beginning of the school year and at the end of each trimester. Data is collected in Illuminate and teachers share their assessment data with their grade level teams during weekly weekly PLC meetings. Data is also shared at COOP meetings which are held 2-3 times per year. Curriculum Coaches and administrators attend COOP meetings and work with the teacher and Tier 2 team to create action plans that will helps all student meet their grade level smart goals. 1. Site grade level assessments (pre/post) 2. Improved math fluency scores (pre/post) 3. Increase in F&P comprehension assessments. (pre/post) 4. Improved IXL assessments	

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **Books and Materials** Purchase high interest and culturally relevant books for school and classroom libraries. Purchase additional materials/supplies to update the services provided in our library. **Action 5 - Librarian** Provide additional hours for our school librarian to service students and families. Title I Basic - **$57,000** **Action 6 - Materials** **Title I Basic - $10,000**	**Progress Monitoring** Effectiveness measured by data collected by administration, teachers and librarian: • Annual student survey data- students are given an opportunity every January to share the kind of reading material they would like us to purchase for our library. • Increased number of books being checked out and monitored on the Destiny platform • Illuminate Benchmark Assessments • Student/Staff/Parent survey	**Evaluation**

Action 1.1.4   (SiteGoalID: 7318) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

July-June Provide entry fees and transportation for students to attend educational field trips. **July-August**: Grade levels will determine their field trips choices for the school year. The teams will allocate funds equally so that all students will be able to participate. July-June Provide funds for on-site school-wide assemblies. Assemblies will support grade level year long plans/curriculum. **Action 1: Field trips/Assemblies Supplemental/Concentration-$25,000**	Action will be measured by: • Admin. observation of work samples tied to the field trip. • Teachers to survey students after the field trip to determine if the experience enhances their academic experience and meets grade level/site goals.	

Site Goal 1.2   (SiteGoalID: 7883) (DTS: 05/07/24)

Regional Goal: Teachers will utilize high-quality instruction daily to increase student learning, as reflected in outcomes on Illuminate Assessments. (Learning targets, success criteria, formative assessment, feedback, active participation, student talk, etc..)

Metric: Reclassified - Percent of English Learners Reclassified

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Action 1.2.1   (SiteGoalID: 7883) (DTS: 05/07/24)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Regional Goal Work: • Conduct a workshop or training sessions to introduce teachers to the components of high-quality instruction. • Schedule one PD each trimester to review characteristics of high-quality instruction. • Using FONT, provide constructive feedback to teachers, highlighting strengths and areas for improvement. • Provide opportunities for teachers to observe their peers on a regular basis. (monthly)	Administrators will collect data on FONT from classroom walkthroughs to determine the level of implementation of AVID and high-quality teaching strategies. Admin will visits each classroom a minimum of three times per trimester. Data will be shared with teachers after each visit and collective data will be shared with all teachers each trimester. During FONT walkthroughs, admin will record reponses to the following questions: 1) What are you learning today? 2) Why are you learning about this today? 3) How will you know if you have learned it?	

Funding Sources for District Goal 1 (DEV - LCAP ID: 619)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	322803	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	25000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	25000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries

Supplemental/Concentration (7101/0000)	60000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	50000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	25000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	2798	Materials/Supplies/Equipment

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:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7322) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7322) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
1. _August, December, February, June:_ Teachers will administer BOY Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. 2. _August, December, April:_ Students not meeting grade level standards will be assessed by their teachers. Data will be shared on Illuminate. Our EL Coordinator will also help us facilitate annual assessments. This data may also be used to determine student needs and interventions. 3. _August - June:_ Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing grade level assessments and student work. _Timesheet off-track teachers to assist with assessments for K/1._ _Provide teachers with grade level release days to review and analyze assessment data. (2 days_	• _August, December, February, June:_ Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • _August, December, February, June:_ Teachers will access their student's Illuminate & F&P data, analyze it, and determine next steps in order to improve student learning. • _August and May:_ The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024 and will share the data with teachers and the SSC.	

each year)

40 x $250 X 2= $20000

Action 1 - Certificated Timesheet:
Title I Basic - $28000

Site Goal 2.2   (SiteGoalID: 7323) (DTS: 12/13/23)

Professional Development site initiative supporting PLCs, AVID, and SEL. Staff will continue learning and application of concepts using site staff development, off site staff development, instructional coach support, and sharing of best practice across our teams. Goal is to use the lens of all 3 PD areas to increase staff competency in the targeted use of data to improve student outcomes on site formative assessments. Goal will support all students, but with particular focus on our ATSI subgroups.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7323) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan AVID- Teams will attend training to refine AVID implentation in with their students. Team will focus on Costa's questioning strategies. PLCs- Teaching staff will continue their professional growth via measured through self-assessment with a focus on evidence of student learning. Goal will include sending a team	**Progress Monitoring** • *October, December, February & April:* Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data).	**Evaluation**

of teachers to PLC training so that they can become more proficient in Essential Standards, developing Common Formative Assessments, and best use of classroom data to improve student outcomes across the team.

1. *July:* Staff will have the opportunity to attend **AVID Summer Institutes in Sacramento and Anaheim** and monthly professional development opportunities through **SCOE.**
2. *August - June:* Provide professional development, site-planning, data analysis, teacher release time and collaboration time for teachers on how to further utilize **EGUSD's Illuminate Assessments** for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.
3. *August - June:* Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria).
4. *August - June:* Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.

- *November, January, March & May:* Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings and during CAST meetings.

5. _September - June_: Staff will have the opportunity to attend AVID PD opportunities through SCOE.
6. _September- June_: To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID strategies, Data for Equity, etc.

Teachers will be invited to participate in our regional book study. (Grading for Equity) which will be facilitated by our Equity coach.
Action 2-Contracts/Services:
    $40000 - _Title I Basic_
Action 3-Certificated Timesheet:
$20000 - Title I Basic
Action 4- Materials/Books
$5000

Site Goal 2.3   (SiteGoalID: 7324) (DTS: 12/13/23)

English 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 proven ELD practices throughout the instructional day and use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Success criteria will include

- EL students guided reading levels initial and trimesterly assessments with increase one reading level at the end of the year.
- ELPAC redesignation percentage will increase by 10%. (60% to 70%)
- 100% of EL students will be assessed using the ELPAC within testing timeline

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1   (SiteGoalID: 7324) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Teachers will complete 100% of their beginning of the year and trimester district required assessments. Students will also complete ELPAC assessments according to timelines and teachers will use this data to provide research based instruction in ELD. 1. *July/June:* Our ELPAC Coordinator is responsible for helping our team complete all of our EL testing prior to the May 31 deadline. We have over 400 EL students and it is very difficult to test all of our students. Our ELPAC Coordinator recruits additional teachers to assess the students and monitors the progress of the ELPAC assessment roll out. Our ELPAC Coordinator also assists us with all of the documentation that is monitored for ELs. Parent Meetings and Student Recognition Events We will hold ELAC meetings every other month. This will allow parents to provide more feedback and share their ideas and/or concerns on a regular basis. We will also use these meetings to recognize our EL students who are making progress and meeting their personal goals.	Data to be reviewed: • ELPAC completion rates • Redesignated Fluent rates Assessment data is reviewed during CAST meetings which are held near the end of the first and second trimester. Admin, CPL/EL coaches and teachers meet to discuss the next steps for students who are not meeting grade level standards. Assessment data may also be shared during weekly MTSS meetings when student concerns are identified.	

Action 3
EL Funding : Certificated
Timesheets: $29366

Funding Sources for District Goal 2 (DEV - LCAP ID: 619)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	25000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	25000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets

EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 7319) (DTS: 12/13/23)

During the 2023-2024 school year, 2.4% of our students were suspended for at least one day. To address disproportionality our goal is to decrease our total number of suspensions, resulting in in less than 2.3% by the end of the 24-25 school year. Increased focus on building and fostering a positive school climate will help increase in-class time, decreasing time out of class due to discipline issues.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7319) (DTS: 12/13/23)

Targeted Student Group(s)

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

July-June
Increase positive culture and climate on campus by utilizing program leaders during afternoon lunch recess and after school on Wednesday to teach and reinforce school-wide *PBIS Guidelines for Success* and character values using structured sports.

- Provide materials and supplies to support physical education on campus. Supplemental $5000.
- incentives for students who earn Paw Prints and are chosen as the Cougar of the Week each Friday.
- Provide the paper and ink used to create the awards for students.

June-July
Character & Wellness Education Assemblies
PE teachers will provide small group SEL lessons for grades 1-6. Classes will focus on our school-wide Character Education themes and Second Step. Teacher will also incorporate PE activities for improved health and wellness.

Walk the Mile Cougar Club
Each morning, students will be able to walk the track after breakfast. Additional supervision will be provided so that students can earn tickets that will be entered into our weekly raffle.

Certificated Timesheet- **$10000**

Mentoring the Pride
Twice a week, during morning and lunch recesses, students will be invited to work with a mentor who will teach strategies that they can be use to assist the students in being successful in the classroom and at home. Students will be referred by teachers and recommended by our Tier 2 team.
$**10000**

Admin will measure effectiveness by:

- Reviewing attendance data at monthly PBIS meetings.
- Review chronic absentiism rate bi-weekly with district attendance team.
- Report number of MTSS referrals and suspensions
- EGUSD Core Survey results
- Pre and Post referral and suspension data

Action 1 - Certificated
Timesheet
Title I Basic- $20000
Action 2: Materials
Title I Basic- $5000

Site Goal 3.2   (SiteGoalID: 7320) (DTS: 12/13/23)

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. Increase average favorability score on school climate survey by 5%.

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7320) (DTS: 12/13/23)

Targeted Student Group(s)

• 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 • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **1. Positive Reward Systems and Signage** • 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	**Progress Monitoring** Admin, Tier 1 and Tier 2 PBIS teams will measure effectiveness by: • EGUSD Core Survey results for parents and students • Pre and Post referral and suspension data	**Evaluation**

Attendance Celebrations, Daily Morning Walk Club, and PBIS positive culture events.

- We will purchase Title I approved rewards for our PBIS Paw Print Friday giveaways. .

2. Rebranding

- We are in the process of rebranding our school culture. We will need a new school logo that will be used with all new PBIS signage, postcards, awards, and student celebrations.

3. Cougar of The Month Awards

- Students will be honored each month at our Cougar of the Month assemblies. Students will receive lessons that help them better understand the basic monthly character ed themes.

Action 3: Materials Supplemental- $5000
Action 4: Materials PBIS - $1000

Funding Sources for District Goal 3 (DEV - LCAP ID: 619)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets

Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	15000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	42102	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	2500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	2500	Materials/Supplies/Equipment

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and engage family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent

Site Goal 4.1   (SiteGoalID: 7317) (DTS: 12/13/23)

Provide parents opportunities 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. Our goal is to complete 50 home or bridge visits by the end of the year.

Metric: Parents indicating opportunities for parent involvement

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Action 4.1.1   (SiteGoalID: 7317) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan ***July-June*** • Survey parents and determine what type of parent university classes they would like to attend. • Provide additional resources and materials at parent trainings. Materials may be sent to the printing department when needed. • Invite outside groups or guest speakers to assist in hosting parent nights. (Explorit, etc..) • Organize home visits or FST meetings with teachers and staff to offer additional supports to families. • Collaborate with FACE and FACE liaison to host reading, math, art, and/or science nights.	**Progress Monitoring** Effectiveness measured by: • EGUSD parent CORE survey results • Parent EXIT slips and evaluations from parent university trainings Survey and evaluation data will be collected by and shared with the admin, leadership, and organizers who host the events and activities. Data will also be shared at staff and leadership meetings as needed.	**Evaluation**

Contracts: $5000
Materials:$5000
Certificated Timesheet: $3000
Classified Timesheet: $3000

Site Goal 4.2   (SiteGoalID: 7321) (DTS: 12/13/23)

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, 48.6% of our students are chronically absent. Our goal is to reduce our chronic absenteeism rate by 20% to 28.6% in 2023-24.

Metric: Percent Chronically Absent

Action 4.2.1   (SiteGoalID: 7321) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
<u>July-June</u> We will work with our local community partners, Culture, Climate, & Culture Committee, and FACE department to create a school-wide attendance plan to celebrate students and families who receive perfect or improved attendance each month. Positive phone calls from teachers, administrators, and office staff will be made regarding attendance. We will identify students with chronic absenteeism and hold	During our monthly PBIS meetings, staff will review suspension, referral, and chronic attendance data. The data will be shared and discussed during our PBIS moments at the beginning of each staff meeting. Staff meetings are held on the first Monday of each month. PBIS meetings are held on the first Thursday of each month. Attendance meetings are held every other Tuesday with our AIO who assists us with Family Support	

FST meetings to support families. Students of concern will be discussed at our weekly Tier 2 meeting and an action plan will be created for each student.

2. The team will work closely with our FACE team and our Attendance Intervention Office to provide additional resources and trainings for families, provide training for our staff in helping our families and our team solve the chronic absenteeism problem we are facing.

3. We will hold monthly raffles for students who are coming to school every day or who make significant improvements in their attendance.

Action 2: Materials Supplemental Con. - $5000
Action 3: Contracts Supplemental Con. - $5012

Team meetings. Feedback is document in Synergy and shared at our weekly MTSS meetings.

Effectiveness measured by:

- Analyze monthly attendance
- Work with Tier 2 Team to identify families with concerns
- Complete home visits and FSTs as needed
- Celebrate students with improved and or perfect attendance each month.

Funding Sources for District Goal 4 (DEV - LCAP ID: 619)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	3000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	2000	Classified- Timesheets
Title I – Basic (4900/3010)	2500	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$322803	$0	$0	$0	$322803
Certificated- Timesheets	$0	$25000	$0	$3000	$28000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$2000	$2000
Contracts/Services/Subscriptions	$25000	$0	$0	$2500	$27500
Materials/Supplies/Equipment	$25000	$0	$0	$2500	$27500

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$60000	$25000	$15000	$5000	$105000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$42102	$0	$42102
Materials/Supplies/Equipment	$50000	$0	$5000	$5000	$60000

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$25000	$0	$2500	$0	$27500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$2798	$0	$2500	$0	$5298

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

V. Funding

Samuel Kennedy Elementary (296) | 2024-2025

Fund Source *Mgmt. Code /* *Description* *Resc. Code /* *Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$407,803	$372,803	$25,000	$0	$10,000	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$207,102	$110,000	$25,000	$62,102	$10,000	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$32,798	$27,798	$0	$5,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$647,703	$510,601	$50,000	$67,102	$20,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$407,803
Subtotal of state or local funds included for this school	$239,900

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Sandra K. Brown		
School Site Council Chairperson	Santrice Davis		
EL Advisory Chairperson	Alicia Raya		