Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP)
2025-2026

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

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Goal Setting (lcapid: 790) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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, 2024 and August 22, 2024.
English Language Advisory Commitee: September 19, 2024, December 5, 2024, February 6, 2025, and April 3, 2025
School Site Council: October 17, 2024, November 21, 2024, February 20, 2025, April 17, 2025
Certificate Staff Meetings: December 2, 2025, February 3, 2025, March 3, 2025, April 7, 2025
Grade Level Leadership Team Meetings: February 24, 2025, March 24, 2025, and April 28, 2025

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 team recognized:

1. 44% of students received a zero on the 2024 ELA Writing Performance Task.
2. Parent engagement is high with some families, but low with our African American, Pacific Islander, and SWD groups. Based on our collected data for parent meetings and BTSN/Open House, we saw high numbers of Hispanic/Latina/Latino/LatinaX families, and low numbers for African American, Pacific Islanders, and SWD. We noticed very few Marshallese families attending school events.
3. Our daily attendance was 89.6% for the 2023-2024 school year. While our Chronic Absenteeism rate has decreased over the past two years, it still stands at 36.8%.
4. Overall Climate Data shows that we had 574 students take the perspective survey and received a 70% for overall climate. 78% of our students feel our discipline and rules are fair and 71% feel a sense of belonging. Our overall feeling of "safety" was 65%.

We worked closely with our SIS (Student Improvement Services) team to explore the root cause of our 2024 ELA/Math/Writing/Science Performance data. We determined that:

Writing:
1) Students who struggled with basic reading skills, were not always able to read the prompt.
2) Students who were able to read the writing prompt didn't always know how to respond to the prompt.
3) Teachers had not received targeted professional development that focused on writing instruction in a few years.
4) AVID implementation at all grade levels has helped improved our writing instruction.
5) High-quality instruction and PLC implementation will improve student achievement.

Attendance
1) Students attending school regularly are performing at higher levels. Students who are chronically absent do not perform as well as their peers.
2) It is necessary for us to update school records for families to determine which source of school-home communication is being used. We should also determine a preferred way to connect with families. (Talking Points, Synergy, School Messenger, Class Dojo, etc..)
3) We continue to have families who travel when their chidlren are scheduled to be at school. They are missing school to leave the country and/or attend celebrations for 2-3 weeks at a time.

Parent Engagement
1) While we have well attended school events, we would like to see an increase in parent/school/community participation that represents our diverse school community.
2) We would like to develop a parent group that will help us with school events, fundraising, etc.. to increase parent involvment. We have struggled to maintain a parent group that actively supports school events.

School Safety

1) Implementation of strong Tier 1/Tier 2/Tier 2 PBIS supports will help to decrease student suspensions and referrals.
2) Implementation of emergency drills will be taught school-wide to help students better understand

Resource Inequities (ATSI, TSI 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.

We are not an ATSI school. We exited in 2024.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment 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**
- **Test Participation Rate on Districtwide Assessments**

Site Goal 1.1   (SiteGoalID: 8977) (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 1.1.1   (SiteGoalID: 8977) (DTS: 03/11/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **Illuminate Assessments** Classroom teachers will administer 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. Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL. **ELPAC Initial Assessments** Under the direction of the vice principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. **ELPAC Annual Assessments** Under the direction of the vice principal, classroom teachers will administer the listening, reading and writing domains of the ELPAC to 3-6 grade EL students. Time-sheeted teachers will administer the speaking domain to 3-6 grade EL students and all four domains of the ELPAC to K-2 EL students. Students with disabilities will complete the ELPAC with accommodations or the alternate ELPAC.	**Progress Monitoring** To measure the effectiveness of action 1, admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. This information will be shared with the staff. https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc To measure the effectiveness of action 2, vice principal will run reports monthly to ensure all students in need of the initial ELPAC have completed the assessment. This information will be shared with staff. https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi To measure the effectiveness of actions 3 and 4, vice principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA and at least 95% of EL students have completed the ELPAC or alternate ELPAC. This information will be shared with staff.	**Evaluation**

CAASPP Assessments
Under the direction of the vice principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students.
Students with disabilities will complete the CAASPP with accommodations or the CAA.

Release Days
 Release days are provided 2-3 times a year to help teachers create year long plans for each grade level.

COOP/CAST Meetings
During each trimester, teachers will attend COOP meetings to discuss student assessments. Action plans will be created to support student needs. Tier 2 team will use assessment data to determine which students will receive additional targeted supports. MTSS referrals will be submitted as needed.

Math Assessments
Teachers will give site created math assessments each trimester to students to help determine which students are meeting grade level standards.

Release Days/COOPs/CAST: Title I Basic $30000

Site Goal 1.2   (SiteGoalID: 8862) (DTS: 02/13/25)

Our Multilingual Learner students will become reclassified as Fluent English Proficient and increase progress on their English Language Proficiency.

Redesignation to Fluent English Proficient:
The percentage of our English Learners that are re-designated as Fluent English Proficient will increase from **14% to 16%.**

Progress on English Language Proficiency:
The percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard will increase from **47% to 55%**. Our LTELs will increase from **55% to 60%**.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.2.1   (SiteGoalID: 8862) (DTS: 02/13/25)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Multilingual Learners Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's & 2's as well as our Long-Term EL students) by providing EL students with additional opportunities to develop fluency in English (speaking, reading and writing) through supplemental small group instruction. MLE coordination will be managed by the Vice Principal and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings. **Designated ELD Instruction** Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students 30 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required. **Professional Development** Utilize ML instructional coach to provide professional development	The EL Coordinator will collect site based assessment data every 4 weeks to evaluate student progress. The Vice Principal will use state dashboard data in order to determine that at least 60% of our EL students become reclassified as English-proficient by June 2026. https://www.caschooldashboard.org/ The Vice Principal will use state dashboard data in order to determine the percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard will increase from % to 59% by June 2026. https://www.caschooldashboard.org/ Teachers will submit their ELD schedule for designated ELD instruction via the following link: Kennedy 25-26 ELD Schedule	

tailored to the needs of English learners.	All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester.	

Site Goal 1.3   (SiteGoalID: 9091) (DTS: 04/07/25)

Goal 1.3: 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)

Metric: Other

Action 1.3.1   (SiteGoalID: 9091) (DTS: 04/07/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Classroom Observations: Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. **PLC Collaboration**: Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons.	Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes.	

Professional Development:
Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework. Teachers will have additional opportunities to attend conferences that focus on site goals. (AVID, PLCs, Writing instruction, PBIS, etc..)

Data Analysis Days:
Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction.

We will purchase allowable, reasonable, and necessary supplies to complete the action for this goal.

Classroom Observations- $3500
Professional Development- $5000
Data Analysis Days- $8000 (Supplemental Concentration)

Site Goal 1.4   (SiteGoalID: 9408) (DTS: 04/24/25)

Goal 1.4: Overall English Language Arts (ELA) scores will increase from 29% to 34% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

African American students will increase from 15% met or exceeded standards to 21%
EL students will increase from 11% met or exceeded standards to 16%
Hispanic students will increase from 28% to 33% meets or exceeds
Asian students will increase from 33% to 38% meets or exceeds
SED students will increase from 29% to 34% meets or exceeds
White students will increase from 40% to 45% meets or exceeds
Students who identify as two or more races (2+) will increase from 10% met or exceeded standards to 15%

Overall Math scores will increase from 27% to 32% 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% met or exceeded standards to 15%
EL students will increase from 15% met or exceeded standards to 21%.

Hispanic students will increase from 28% to
Students with Disabilities will increase from 14% to 19%.
Homeless Students will increase from 17% to 22%.
Students who identify as two or more races (2+) will increase from 16% met or exceeded standards to 21%
These subgroups will be targeted for academic intervention and tutoring services.

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

Action 1.4.1   (SiteGoalID: 9408) (DTS: 04/24/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Academic Intervention AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA/Math. (Hunter/Wanlin) **Writing Collaboration**: Teachers will calibrate student writing using anchor papers and common rubrics to increase student achievement in writing, as measured by the CAASPP. The CI Writing Team will meet periodically throughout the year to guide and progress monitor the work. **Solution Tree Professional Development** School-wide implementation of PLC work at all grade levels. Attend Solution Tree conference	**K-2 Academic Intervention**: AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards. **Writing Collaboration**: Four staff meetings will be focused on the analysis and collaboration of writing prompts at each grade level as well as across all grade levels as indicated on the staff meeting schedule and agendas. **Writing Collaboration**: The CI Writing Team will analyze data based on common writing benchmarks at least twice per year. Results will be shared with staff during PLC's. Teachers will share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and at Parent-Teacher Conferences twice a year.	

to train teachers on how to facilitate strong PLC meetings.

AVID Professional Development:
School-wide Implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and AVID Summer Institutes.

Educational Field Trips:
Pay for transportation for TK-6 educational field trips.

Supplementary Resources:
Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school. (IXL, Seasaw, AR, Reflex, Extra Math)

Library:
Our Library Technician will provide additional services to our students such as administering the Accelerated Reader program, reading to students, distributing "We Both Read" books to parents and students, and increasing the usage of the library.

Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

Academic Intervention Teachers- $294450 (TItle I Basic)
Solution Tree Conference- $30000 (Supplemental Con.)
Field Trips - $8000 (Supplementarl Con.)
Subscriptions - $30000 (Supplemental Con.)
Librarian- $60360 (Title I Basic)

Educational Field Trips:
All academic field trips will incorporate a structured writing component for all students.

Supplementary Resources:
Teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at a Grade Level Leadership Meeting each trimester. The information will also be shared with SSC.

The Principal will analyze all of the usage for each supplementary resource at the end of each trimester and share this with the staff at a staff meeting and with the SSC.

Library:
The number of books students have checked out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with the staff as well as with the SSC yearly.

Funding Sources for District Goal 1 (DEV - LCAP ID: 790)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	294450	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	60360	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	4032	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	33836	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	5000	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	65000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

Site Goal 2.1   (SiteGoalID: 8863) (DTS: 02/13/25)

At Samuel Kennedy Elementary School, we will implement targeted supports for students who identify as African American, Native American, Pacific Islander, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), improving attendance and reducing chronic absenteeism (LCAP Goal 4), and creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3).

CAASPP Assessments:
ELA
Very Low Category (red): African American students will increase from 15% to 20%
Students with Disabilities will increase from 10% to 15%.
Homeless/Foster students will increase from 18% to 23%

 MATH
Very Low Category (red):
African Americacn Students will increase from 10% to 15%
Students with Disabilities will increase from 14% to 19%
Homeless/Foster students will increase from 17% to 22%

Suspension Data:
While no students were identified in this category on the California School Dashboard for our school, we remain committed to advancing our restorative practices. We will continue to focus on supporting African American, Pacific Islander, Students with Disabilities, and Homeless students by providing interventions that foster their social, emotional, and academic development. Our goal is to proactively build student capacity through equitable, skill-building supports that prevent disciplinary issues and promote overall success. Suspension rate for our African American, Foster/Homeless, and Students with Disabilities will remain under 3%

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8863) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
<u>**Academic Intervention**</u> AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Maintenance/lease agreements and print shop orders will be purchased to support additional intervention work in classrooms and after school. **Timesheet certificated- Tuttle/Testing $25000 (EL and Supp Con.)** **Materials- Lease Agreements/Print Shop Orders $10000 (Supp Con.)**	<u>**K-2 Academic Intervention:**</u> Student progress on our Illuminate Assessments will be used to determine progress for students in the targeted groups receiving Intervention every 4-6 weeks. Disparity Data: https://drive.google.com/drive/folders/13CiFHBEJri5qBiL8iF-WkNarblPmXRjN	

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan **<u>Vice Principal</u>** Additional administrative support is necessary to oversee and supervise additional programs to enhance our students' diverse learning needs. **<u>Decrease Suspensions/Referrals</u>** Decrease the number of suspensions and incidents in the following groups: African American students , homeless students, students with disabilities, and foster youth. Administration will meet with the MHT, counselor, and behaviorist to review data during Tier 2 meetings to review Tier 2 supports for students. We will purchase allowable, reasonable, and nessesary supplies to complete the action plan for this goal. The MHT, Counselor, and behaviorist will meet with students with repeated disciplinary incidents. **<u>Mentoring the Pride</u>** Students who are receiving referrals/suspenisions more frequently will participate in small group lunch bunch activities. **<u>VIce Principal .50 FTE- $82004 (Supplemental Con.)</u>** **<u>$10000- Small group mentoring (Suppplemenatl Con.)</u>**	**Progress Monitoring** Effectiveness will be measured though the following: Decrease in our suspension rate (to be less than 3%) and an increase in a positive school culture as indicated on our student surveys. Effectiveness will be measured through participation rates in Tier 2 small group interventions, MHT, Counselors will track dsicipline data to illustrate fluctiations of total and aggregated suspensions and incident rates overtime.	**Evaluation** Discipline incident rates are, that is %, Suspension rates for the year are at ___%. 2. Students particpating in small groups are ____% of students.

Site Goal 2.2   (SiteGoalID: 9488) (DTS: 04/30/25)

Decrease chronic absenteeism school-wide, and provide targeted supports for our African American, Pacific Islander, Students with Disabilities, and Homeless students.

Metric: African American Disparity

Action 2.2.1   (SiteGoalID: 9488) (DTS: 04/30/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism. • The vice principal will meet with district RAIT representatives and our Attendance SOA bimonthly to monitor students with chronic attendance. • The site attendance team will create action plans to call/meet with parents with students in the targeted groups who are not meeting 90% or more attendance. • Office staff will make daily phone calls home or use Talking Points to contact families. Responses will be collected and recorded in Synergy on a daily basis. • Our Tier 2 support team will provide families with	**Progress Monitoring** The administration and the District Attendance Support Team will biweekly review and monitor the Chronically Absent criteria (10% or more absence rate) for our African American, Foster Youth, Homeless, and Students with Disabilities. The PBIS Tier II Committee and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.	**Evaluation**

- students in the targeted groups with additional resources as needed.
- MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed.
- We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Funding Sources for District Goal 2 (DEV - LCAP ID: 790)

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	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	82004	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	30000	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	3338	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

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: 8864) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 8864) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. **$5000- Materials (General Fund)** **$1000- Materials (PBIS)**	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations. July-June Review data monthly with staff and submit progress monitoring each month to share at Trimester COOP meetings.	

Site Goal 3.2   (SiteGoalID: 9487) (DTS: 04/29/25)

For the 2025-2026 school year, our goal is to reduce suspension and incidents rates.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 9487) (DTS: 04/29/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
PBIS Tier 1 Implementation At preservice, review school-wide expecations with staff/teachers. Update PBIS lessons and spend the first two weeks of school reviewing systems. **Second Step** Organize a school-wide Second Step plan for all grade levels. Teachers will work collaboratively with our school counselor to implement lessons. **Character & Wellness Education Assemblies** School counselor and admin team will provide weekly "Talk About it Tuesday" discussion with the whole school during our Morning Cougar Meetings. Discussions will target a review of Second Step instruction. **$5000- Assemblies (General/Supp Con.)**	Admin will keep attendance records of classes who participate in all preservice PBIS lessons. Teachers will document monthly the Second Step lessons they have completed. Results will be shared at staff meetings. Walk the Mile tickets will be kept and saved every Friday to track the number of students being celebrated on a weekly basis. Cougar Store "paw prints" will also be saved and recorded to determine number of students being celebrated each Friday. Students will complete an annual survey to help admin team determine prizes for kids/students. Cougar of the Month students will be recorded to ensure students are	

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. Awards will be given to students every Friday.

Cougar Store
Students will receive paw prints for following school rules. The day before track change day, students will visit the Cougar Store to exchange tickets for prizes.

Walk the Mile - $10000 - (Supplemental Con.)

Cougar Store - $5000 (Supplemental Con.)

being honored regularly by their teachers/peers.

Funding Sources for District Goal 3 (DEV - LCAP ID: 790)		
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	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	10000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	3000	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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**
- **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: 8865) (DTS: 02/13/25)

Decrease school-wide chronic absenteeism by 10%.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 8865) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Chronic Absenteeism Under the direction of the principal, the team will work collobratively with our staff and parent community to decrease chronic absenteeism. 1. The vice principal will meet with district RAIT representatives and our Attendance SOA bimonthly to monitor students with chronic attendance. Action plans will be created by the site attendance team to call/meet with parents who are not meeting 90% or more attendance. 2. Office staff will make daily phone calls home or use Talking Points to contact families. Responses will be collected and recorded in Synergy on a daily basis. 3. Our Tier 2 support team will provide families with additional resources as needed. 4. Attendance recognition will be given to classes on a monthly/weekly basis. 5. MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed.	Hold bimonthly meetings with Attendance VP, Attendance Clerk, and RAIT. Run attendance reports weekly to identify students who are chronically absent. Follow the 3-5-7-9 rule. After 3 absences, teacher calls home to check-in on student and documents conversation with parent. After 5 absences, Attendance Clerk calls home to check-in on student, documents conversation with parent. After 7 absences, VP of Attendance calls home to check-in on students and documents conversation with parent. After 9 absences, Principal calls home to check-in on student. Concerns are shared and reported to Tier 2 team for possible MTSS report. Monthly, attendance data is shared with staff. Admin team meets weekly to discuss student attendance concerns at weekly admin meeting. Concerns are documented in Synergy. Parent conferences are held to determine areas of concern/needs.	

Site Goal 4.2   (SiteGoalID: 9093) (DTS: 04/07/25)

Increase parent engagement opportunities by 10%.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1   (SiteGoalID: 9093) (DTS: 04/07/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Parent Engagement We will increase the number of parent engagement opportunities for students and families. We will provide additional supports to increase school-home communcation. We will implement the following programs/activities: • Parent/Teacher conferences • Back to School Night • Open House • Parent-Vue Usage • Translate home/school communications/flyers • Provide personal invites calls to families to events • Establish & communicate current events in print, website, social media	We will measure the attendance of parents over the past few years at all school events. Our hope is to increase our attendance by 20% at all parent meetings this year. We would also like to increase the number of parent responses on our prespective survey. Our goal is to have 40% of our families complete the survey. Our goals is to increase the number of parents attending our FTAT nights this year as compared to the 2024-2025 school year.	

- Utilize FACE personnel to host a Family Writing Night.
- Utilize Sierra Nevada Journeys for a Family Science Night
- Utilize AVID personnel to host AVID Education Night
- Bring Your Loved One to Lunch Days
- Each teacher will communicate with at least 2 families per week with a positive message.
- Distribute weekly parent bulletin via Talking Points.

2. Support home-to-school communication through Communication Folders and School-wide
organization systems with grade-level resources and supplies.

FTAT & Parent Nights
FTAT (Family Teacher Academic Teams) and Parent Universities will be held in the area of ELA, Math, Science, AVID, Steamm, Technology, and VAPA.

Parent-Teacher Home Visits
Home visits will be conducted by teachers who have or will be trained in this parent engagement strategy. If trained, classified staff may also participate in home visits.

Parent survey reponses
Send out regular survey requests every Monday with our weekly parent bulletin.
Set up parent stations at school events so that parents can complete the surveys during Open House and during Spring school events.

$5000- Certificated Timesheets
$650- Classified Timesheets
$2500 - Contracts and Services
$2500 - Materials
(Supplemental Conn)

Funding Sources for District Goal 4 (DEV - LCAP ID: 790)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	5000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	670	Classified- Timesheets
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	2500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

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	$294450	$0	$0	$0	$294450
Certificated- Timesheets	$0	$0	$0	$5000	$5000
Classified- Salaries	$60360	$0	$0	$0	$60360
Classified- Timesheets	$0	$0	$0	$670	$670
Materials/Supplies/Equipment	$0	$0	$0	$2500	$2500
Contracts/Services/Subscriptions	$4032	$0	$0	$2500	$6532

Title I – Basic (4900/3010) Total: **$369,512**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$82004	$0	$0	$82004
Certificated- Timesheets	$33836	$0	$10000	$0	$43836
Classified- Salaries	$5000	$0	$3000	$0	$8000
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$10000	$0	$5000	$0	$15000
Contracts/Services/Subscriptions	$65000	$0	$0	$0	$65000

Supplemental/Concentration (7101/0000) Total: **$213,840**

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	$0	$30000	$0	$0	$30000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$3338	$0	$0	$3338
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$33,338**

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

V. Funding

Samuel Kennedy Elementary (296) | 2025-2026

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$369,512	$358,842	$0	$0	$10,670	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$213,840	$113,836	$82,004	$18,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$33,338	$0	$33,338	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$616,690	$472,678	$115,342	$18,000	$10,670	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$369,512
Subtotal of state or local funds included for this school	$247,178

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