Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

Goal Setting

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality 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 Research 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 23, 2025 and August 21, 2025.
English Language Advisory Committee: September 25, 2025, December 11, 2025, February 12, 2026, and April 9, 2026.
School Site Council: September 25, 2025, October 16, 2025, November 21, 2025, February 19, 2026, April 16, 2026.
Certificate Staff Meetings: November 3, 2025, December 1, 2025, February 2, 2026, March 2, 2026, May 11, 2026.
Grade Level Leadership Team Meetings: October 27, 2026, January 26, 2026, March 23, 2026, and April 27, 2026.

2. Impact of LCAP and Annual Update

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

After a discussion of the 2024-2025 site, district, and CAASPP data, our stakeholders and 2025-2026 committees recommended that we focus on the following areas of concern:

Writing Focus
144 students in 3-6 grades scored a zero on the CAASPP Writing Performance Task. The team determined that a school-wide writing plan needed to be created and implemented TK-6. This year, grade level teams created an began implementing year longs plans that focused on explicit instruction for narrative, opinion, and expository writing.

MLE Focus
MLE student ELPI scores dropped from 47% to 37%. A review of our Designated ELD and Newcomer support systems was recommended. We are recommending that a school-wide designated ELD time be implemented.

Student Climate
Overall, stakeholders felt that our school climate was positive. Our students reported a low climate score of 69% could increase to 79% or higher on the perspective survey. We wanted to discuss ways we could improve this score.

Attendance
We continue to struggle with chronic absenteeism. Our kindergarten and Tk students continue to impact our overall attendance rate. We want to create a system that will help support parents and students in getting to school on time. We continue to hover at the 89%-90% rate. We'd like to move out of the 80's and try to educate our parents so that we can stay in the 90 percentile.

Parent Engagement Focus
We have seen a decrease in parent attendance at school-events. Stakeholders feel that due to the current political climate, some parents are choosing to not attend in person evening events. We are also seeing a decline in enrollment. We hope to find ways to increase parent attendance at all events in the coming year. We are also looking for ways to increase responses to parent surveys.

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.

Samuel Kennedy Elementary School exited ATSI in 2024.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.**	**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

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

Redesignation to Fluent English Proficient:
By the end of the 2026-2027 school year, Samuel Kennedy Elementary School will increase the percentage of English Language Learners achieving ELPAC Level 4 from **18% to 24%**, resulting in a significant increase in students meeting redesignation criteria and movement from medium (Orange) to High (Green) on the English Learner Progress Indicator.

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 ELPI status will increase from **55% to 60%**. (Green)

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

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Action 1.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **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.	**Progress Monitoring** In 26-27, we will continue to review our site and district ELA/Math assessments to determine if students are making academic progress. These assessments help us determine which students will receive Tier 2 supports. Student results help the Tier 2 determine if students remain in the Reading/Math intervention groups or if they return to Tier 1 classroom supports. AITs share number of students who receive services at the end of each trimester and if they are making progress or not. Results are also discussed at COOPs. During the 2026-2027 school year, all teachers will hold ELD time from 8:10 AM to 8:40 AM. Resource teachers will also provide supports to Newcomers. Principal and VP will complete FONTS during DELD time.	**Evaluation** Increase in ELDI Percentage from 37% to 59%.

Professional Development Utilize ML instructional coach to provide professional development tailored to the needs of English learners. **Tutoring Opportunities** Provide tutoring funds after school for students who are struggling in ELA/Math. **After school Clubs** Teachers will provide after school clubs that support ELA/Math goals. **ELD Supp.** $25000- Certificated Timesheets for small group instruction, assessments, and tutoring. (Tuttle, Neves, Miller, etc..)		

Site Goal 1.2

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 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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	**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	**Evaluation** Teachers will use their release days at the beginning and end of the year to review their data. Data at the end of the year will show progress based on the efforts made during their release days. Focus will be spent on EL and Writing year long plans.

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. **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. **Title I** $24000 - COOPS/Data Days/Release Days $30000 - Certificated Timesheets **EL** $25000- Certificated Timesheets for testing	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.	

Site Goal 1.3

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)

LEARNING TARGETS
Teachers will increase their effective use of learning targets from ____% to ____% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

SUCCESS CRITERIA
Teachers will increase their effective use of communicating success criteria from ____% to ____% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Classroom Observations**: New 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. **Professional Development**: Instructional Coaches will provide professional development for 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..) **Title I** Certificated Timesheet $3500 Provide opportunities for teachers to observe one another during FONT walkthroughs.	**Progress Monitoring** 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.	**Evaluation**

Site Goal 1.4

Goal 1.4: Overall English Language Arts (ELA) 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 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 33%
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

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Action 1.4.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **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) **Supplementary Resources**: Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school.	**Progress Monitoring** **K-2 Academic Intervention**: AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards. **Share Monthly FONT Data** Share results of monthly FONT data to help teachers recognize which category is used the most and provide additional PD to enhance the familiarity of the each best practice of staff. **Supplementary Resources**:	**Evaluation**

(IXL, Seasaw, AR, Reflex, Extra Math)

Solution Tree Professional Development
School-wide implementation of PLC work at all grade levels. Attend the 2026 Solution Tree Conference. Teachers will be trained to:

- **Enhance Tier 1 instruction** through effective collaborative planning, data-driven decision-making, and improved classroom practices.
- **Strengthen PLC implementation**, ensuring teachers regularly analyze student data, identify essential standards, and develop targeted supports for students who need intervention or extension.
- **Improve academic achievement and close performance gaps** by bringing back actionable systems and structures that support consistent, high-quality instruction across classrooms and grade levels.
- **Build teacher leadership and professional capacity**, supporting retention and contributing to a culture of shared responsibility for student success.

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.

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 Teacher
$156200 (T1) and $151185 (SUP)

Supplemental Online Resources
$35000 (T1)

Librarian
$62419 (T1)

Professional Development-
Solution Tree Conference

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.

$25000 (T1)		

Funding Sources for District Goal 1		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$182,267	Certificated- Salaries
Title I Basic (4900/3010)	$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	$32,939	Classified- Salaries
Title I Basic (4900/3010)	$0	Classified- Timesheets
Title I Basic (4900/3010)	$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	$0	Certificated- Salaries
EL Supplemental (7150/0000)	$19,341	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 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.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1

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. S**uspension rate for our African American, Foster/Homeless, and Students with Disabilities will remain under 3%**

Metric: African American Disparity

Action 2.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **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. 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.	**Progress Monitoring** **K-2 Academic Intervention:** 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	**Evaluation**

Maintenance/lease agreements and print shop orders will be purchased to support additional intervention work in classrooms and after school. **Academic Intervention Teacher** $151185 (SC) **Printshop and Lease Agreements** $20000 (SC)		

Action 2.1.2

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **Decrease Suspensions/Referrals** 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. **Mentoring the Pride** Students who are receiving referrals/suspensions more frequently will participate in small group lunch bunch activities. Mr. Tinnin will meet with them twice a month or more frequently as needed. He will target our AA students or our students who have been suspended more than once. **$6000- Small group mentoring with Mr Tinnin (SC)**	**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 discipline data to illustrate fluctuations of total and aggregated suspensions and incident rates overtime. Data will be shared the beginning of all staff meetings during our Nuts & Bolts presentations. Data is also shared in in the weekly bulletin with staff.	**Evaluation**

Site Goal 2.2

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

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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 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.	**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**

Site Goal 2.3

Metric:

Action 2.3.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	**Progress Monitoring**	**Evaluation**

Funding Sources for District Goal 2		
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)	$10,000	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

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

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

Metric: Other

Action 3.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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	**Progress Monitoring** 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	**Evaluation** Trimester 1 (July-October): Playground incidents decreased from 38 incidents in 2024-25 school year to 25 incidents in the 2025-26 school year.

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. **$2500- Materials (General Fund)** **$1000- Materials (PBIS)** **$3000- Classified staff training**	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

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

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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**	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	

Organize a school-wide Second Step plan for all grade levels. Teachers will work collaboratively with our school counselor to implement lessons. **ASSIST Program** Implement ASSIST program. Implement structured game play and a year long plan for students on the playground. **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.**) **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. **Cougar Kids TV** Students will create monthly videos to support school-wide expectations. Certificated staff will help support our after school club. **School Garden Club** Certificated staff will help support our school garden club. **Afterschool Clubs** Any after school enrichment club for students **Walk the Mile - $10000 - (Supplemental Con.)** **Cougar Store - $5000 (Supplemental Con.)**	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 being honored regularly by their teachers/peers.	

Funding Sources for District Goal 3

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)	$12,714	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)	$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$1	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

Decrease school-wide chronic absenteeism by 10%.

Metric: Attendance Rate

Action 4.1.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **<u>Chronic Absenteeism</u>** 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 tean 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.	**Progress Monitoring** 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.	**Evaluation**

Site Goal 4.2

Increase parent engagement opportunities by 10%.

Metric: Parents indicating a respectful and welcoming school environment

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Action 4.2.1

Targeted Student Group(s)

• All • EL • R-FEP

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan **<u>Parent Engagement</u>** 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 • 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. **<u>FTAT & Parent Nights</u>** FTAT (Family Teacher Academic Teams) and Parent Universities will be held in the area of ELA, Math, Science, AVID, Steamm, Technology, and VAPA. **<u>Parent-Teacher Home Visits</u>** 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. **<u>Parent survey reponses</u>**	**Progress Monitoring** 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 2025-2026 school year.	**Evaluation** We will hold at least one monthly event for parents and families a month. July- Back to School Night August- Back to School Night- (Loved One to Lunch Day September- Loved One to Lunch Day October- Harvest Festival - November- Movie Night December- Holiday Breakfast January- FTATs February- FTATs March- Steam Event April- Multicultural Event May- Open House X2 June- Art Night - Promotions

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. **ELAC Meetings** Hold regular ELAC meetings every other month. Funds will be used to purchase materials for families and light refreshments. **$5000- Certificated Timesheets** **$1650- Classified Timesheets** **$2500 - Contracts and Services** **$2500 - Materials** **Title I Basic**		

Funding Sources for District Goal 4		
Funding Source	**Amount**	**Description of Use**
Title I Basic (4900/3010)	$3,000	Certificated- Salaries
Title I Basic (4900/3010)	$0	Certificated- Timesheets
Title I Basic (4900/3010)	$0	Classified- Salaries
Title I Basic (4900/3010)	$500	Classified- Timesheets
Title I Basic (4900/3010)	$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$20,000	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	$156,208	$0	$0	$0	$156,208
Certificated- Timesheets	$43,000	$0	$0	$5,000	$48,000
Classified- Salaries	$62,411	$0	$0	$0	$62,411
Classified- Timesheets	$5,000	$0	$0	$1,008	$6,008
Materials/Supplies/Equipment	$11,173	$0	$5,000	$5,000	$21,173
Contracts/Services/Subscriptions	$65,000	$0	$6,000	$0	$71,000

Title I Basic (4900/3010) Total: $364,800

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$151,185	$0	$0	$151,185
Certificated- Timesheets	$20,000	$0	$20,000	$0	$40,000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$5,000	$0	$4,519	$0	$9,519
Materials/Supplies/Equipment	$5,000	$0	$1,008	$0	$6,008
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

Supplemental/Concentration (7101/0000) Total: $206,712

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	$25,000	$0	$0	$0	$25,000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: $25,000

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) | 2026-2027

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals 1. Curriculum and Instruction	 2. Targeted Supports & Interventions	 3. Wellness	 4. Family Engagement	Balance
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$364,800	$342,792	$0	$11,000	$11,008	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$206,712	$30,000	$151,185	$25,527	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$27,328	$25,000	$0	$0	$0	$2,328
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$598,840	$397,792	$151,185	$36,527	$11,008	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$364,800
Subtotal of state or local funds included for this school	$234,040