Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP)
2022-2023

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, Actions and Services

Samuel Kennedy Elementary | Focused Work: 2022-2023

Goal Setting

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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?

The Kennedy Staff met to review and analyze our student performance results based on our previous year's LCAP. We looked at the impact of the actions outlined in the plan as they related to the state and EGUSD's four strategic goals. The PLC Leadership Team and Grade Level Leadership Teams met throughout the year to review data and determine action plans on how we would improve student achievement as we focus on high-quality instruction, assessments, parent engagement, and wellness. All stakeholders were invited to attend the following meetings to provide input to our site LCAP plan.

Kennedy Staff Meetings- Sept 13, 2021, October 4, 2021, November 1, 2021, December 6, 2021, January 3, 2022, February 7, 2022, March 7, 2022, April 4, 2022, May 9, 2022
SSC Meetings- August 24, 2021, October 20, 2021, November 30, 2021, February 16, 2022, March 30, 2022, and May 18, 2022
ELAC Meetings- October 6, 2021, February 9, 2022, and May 11, 2022
Campus, Culture, and Equity Meetings-(Tier 1 PBIS) August 5, 2021, September 2, 2021, October 7, 2021, November 4, 2021, December 2, 2021, January 6, 2022, February 3, 2022, March 3, 2022, April 7, 2022, May 5, 2022
Parent Meetings- August 26, 2021, September 23, 2021, October 28, 2021, December 16, 2021, January 27, 2022, February 24, 2022, March 24, 2022, April 28, 2022, May 26, 2022
Leadership Meetings- July 26, 2021, August 23, 2021, September 20, 2021, October 25, 2021, December 13, 2021, January 31, 2022, February 28, 2022, March 14, 2022, April 25, 2022, and May 23, 2022.

Impact of LCAP and Annual Update

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

Staff, parents, and stakeholders are invited to give input and feedback during all meetings. Teachers and staff are involved throughout the decision making process. Teachers are also encouraged to ask questions and provide input regularly at their weekly PLC meetings. Weekly minutes are shared with administration so that ongoing feedback can be discussed and shared. Leadership Teams also meet monthly to give feedback and share concerns. Parents are also invited to attend monthly meetings and sit on our School Site Council and ELAC Committees.

Surveys also help us as we make decisions. The results of al surveys are shared with staff and parents. Most importantly the feedback is also shared with our School Site Council who help us determine where funds should be used. This year it was decided that we would be adding an additional AIT and a paraeducator to our team to assist with additional supports in the classroom.

Resource Inequities

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

Two hundred students ride the bus to school at Samuel Kennedy Elementary School. The first of these buses arrives at 7:10 AM. The second bus arrives at 7:25 AM and the third bus arrives at 7:50 AM. We usually have three buses in the morning and three buses in the afternoon. However, there are many days in which only two buses are staffed. This means that one of the buses has to do two runs, leaving sometimes fifty students waiting for another thirty minutes to be picked up. This means that we are generally supervising students for an additional thirty minutes after school on the days the students are not picked up. On Wednesdays, we have to supervise all of the bus riders. This means that administration is unable to collaborate with teachers on their early out days. This also means that teachers are unable to meet as a full team with their administrators. This also means that funds from our general account must be used to pay for additional yard supervision and teacher supervision when we are extremely short. We must also add that because our bus times are inconsistent, this impacts our chronic attendance rate.

Our greatest concern at this time is our chronic attendance rate which is currently at 28%.

Another concern we had this year was our substitute teacher issues. We had quite a few teachers who were impacted by Covid 19. Unfortunately, this led to many staff absences. Unfortunately at the peak of the pandemic we had a few classrooms with LTSs. (Long terms subs.) As effective as these teachers are in the classroom, high-quality instruction was not consistently provided.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by: • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment

Site Goal 1.1

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

- District Benchmark Assessments
- Fountas and Pinnell running records
- LTRS
- SBAC ELA/Math scores
- ELPAC

Increase student reading achievement to 40% proficiency in grades 3-6 as is measured by SBAC data, Fountas and Pinnell and CFAs as diagnostic and progress monitoring tools and increase student reading achievement to 75% proficient in grades K-2 using benchmark assessments as a summative measure.

The following measures will be utilized to identify and progress monitor student performance: SBAC, Illuminate trimester assessments, grade level common formative assessments; Fountas and Pinnell running records and ongoing ELPAC data. Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, Fountas & Pinnell Running Record data and increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the CAASPP/SBAC 2021 and the California's Accountability Dashboard:

- African American students will move from 26% meets or exceeds standards to 30% (Red to Orange)
- Students with Disabilities will move from 2% meets or exceeds standards to 10% (Red to Orange)
- Hispanic students will move from 27% meets or exceeds standards to 37% (Yellow to Green)
- Asian students will move from 37% meets or exceeds standards 45% (Orange to Yellow)
- English Language Learners will move from 15% meets or exceeds standards to 25% (Orange to Yellow)
- Students with two races or more will move from 32% meets or exceeds standards to 38% (Orange to Yellow)
- ELA OVERALL/SCHOOLWIDE = Will move from 17% to 27% (Orange to Yellow)

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2021 and the California's Accountability Dashboard:

- African American students will move from 6% meets or exceeds standards to 10% (Red to Orange)
- Students with Disabilities will move from 2% meets or exceeds standards to 8% (Red to Orange)
- Asian students will move from 18% meets or exceeds standards to 25% (Orange to Yellow)
- Students with 2 or more races will move from 15% meets or exceeds standards to 20% (Orange to Yellow)
- Socioeconomically Disadvantaged students will move from 14% meets or exceeds standards to 20% (Orange to Yellow)
- MATHEMATICS OVERALL/SCHOOLWIDE = Will move from 14% to 24% (Orange to Yellow)

In addition:
We currently have 13 students who are GATE identified. This is less than1% of our student population. Our goal is to increase our GATE population to 5% of the total school population.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Grade Level Data Analysis Release Days Provide release time for teachers to analyze data and collaborate around research-based best practice that leads to high quality initial instruction to close the achievement gap in addition to their regular 1.5 hours of PLC time on Wednesdays. 15 days X 200 = $3000 **Grade Level Release Day Planning & Professional Development** Provide release time for teachers to do collaborative planning around formative assessments, backward plan units of study, meet with instructional coaches, create year long plans, create school-wide assessment plan, and observe in classrooms throughout the year. 40 X 3 = 120 days X $200= $24,000	***Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*** , Fisher, Frey and Hattie 2016 - ***Collective Teacher Efficacy*** effect size 1.57 - **Teacher Clarit**y effect size .75	1. Teachers will use release time to develop year long plans during release days. CPL coaches will assist as needed. - Improved student achievement on CFTs - CAASPP - ELPAC - District Benchmark Assessments 2. Teachers will provide feedback to host teachers during observations. Teachers will identify and share results at weekly PLC meetings and how new practices were added to their instruction.

2. Peer Observations
Provide release time so that staff may observe their colleagues during classroom instruction. During the observation, teachers will be asked to identify strategies/best practices and discuss their observations during their weekly PLC meetings.
12 X 200 = $2400

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$24000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$2400	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$3000	Materials/Supplies/Equipment	

Actions/Services 1.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Using a Variety of Instructional Strategies, Resources and Technologies to Meet Students' Diverse Learning Needs - Curriculum and technology site licenses -Grade level print orders for small/whole group instruction. -Grade level print orders for CFAs. - Additional technology resources (printers/ink) to provide teachers and parents with diagnostic and progress monitoring reports for student data chats, monthly progress monitoring and trimester parent conferences to close the achievement gap - Duplos to run supplemental Title I materials to support students' proficiency in ELA and mathematics; - Supplemental supplies and service agreements to support the instructional program; supplemental leveled text and	***30 Years of Research : What We Now Know About How Children Learn to Read,*** *Grossen* *John Hattie: Visible Learning for Teachers:Maximizing Impact on Learning* • *Small Group Learning* • *Reading Phonics Instruction Effect Size: .60* • *Reading Comprehension Programs Effect Size of O.58*	1. Site grade level assessments (pre/post) Improved scores in Illuminate assessments 2. Improved math fluency scores o (pre/post) 3. Increase in AR scores in comprehension assessments. (pre/post) 4. Increase math fluency scores and Science SBAC assessments. 5. Improvement in F&P scores each trimester. 6. Improved comprehension scores using EPIC and in Illuminate grade level ELA assessments. 7. AVID annual walk-through SCOE assessment 8. Online assessments

decodables to support small group instruction in grades TK-6
$80,000.00

2. Reflex Math
Students in grades 1st-6th will use Reflex math to increase their math fluency. This program will be used during Tier 2 intervention services within the home classroom.
$4000.00

3. Accelerated Reader
Students in grades 1-6 will participate in our school-wide reading incentive program using Accelerated Reader. Students will be recognized for their efforts during our awards ceremonies.
$8000.00

4. SumDog/Brain Pop/6.
Purchase the following programs to assist teachers in increasing their engagement during their lessons.
$3500.00

5. Fountas And Pinnell
We would like to purchase the F&P online library and assessment program to engage our students as they develop their basic reading skills. We also feel this assessment program will help us better identify students who need help with phonemic awareness, phonics, and comprehension.
$6000.00

6. EPIC
We would like to purchase an online reading library for our students so that they may access books from home to do their daily reading assignments. This will also increase access to books for our families.
$8000.00

7. AVID
Implementation of AVID. Teachers will help students prepared to be college ready and provide instruction on organization skills, goal setting, note taking, and college readiness.
Purchase agendas for AVID students

$8000.00

8. **Online Learning Tool**
Purchase an online learning tool that can be used at home or at the school site to help close learning gaps for all students.
$35000

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$37500	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$50000	Materials/Supplies/Equipment	

Actions/Services 1.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Professional Conferences Provide opportunities for teachers and staff to attend professional conferences to enhance their instructional practice or those that support our PLC,(Solution Tree) GLAD, SEL Training, AVID, Technology, and PBIS implementation efforts.	**Professional Learning Teams Continuum**, Richard Dufour	1.Effectiveness measured by: • Commitments to capacity-building grade level teams as is observed through grade level minutes and instructional rounds • Staff survey scores

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$60000	Contracts/Services /Subscriptions	

Actions/Services 1.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Curricular Trips
Provide for every student in grades TK-6 curricular trips to provide real-life experiences to support their curricular units of study and increase their ability to speak and write about the content they are learning enhancing their college and career readiness related to expressive tasks.
$14000
 	
2. Curricular and Culture Assemblies
Provide additional opportunities for students to build their content knowledge around curricular areas of studies, cultural competency and social emotional learning outcomes by hosting assemblies on campus.
$6000
	Making the Case For Fieldtrips: What Research Tells Us and What Site Coordinators Have To Say, Martha L. Nabors, Ph.D.,	1. Student surveys
		   Staff surveys
		
		2. Authentic student writing samples
		   Peer Observations
		   Student reflections/reports

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$20000	Contracts/Services /Subscriptions	

Actions/Services 1.1.5

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Academic Intervention Teacher An Academic Intervention Teacher will provide small group instruction for students who need additional supports in ELA. Benchmark assessments will be used to identify which students are not reading at grade level. $125000 **2. Paraeducator** Timesheet paraeducators for small	**Research Base for Guided Reading as an Instructional Approach**, Fountas and Pinnell 2010 John Hattie, **Visible Learning for Teachers: Maximizing impact on Learning** • Small group learning (.49 effect size) • **Reading Phonics instruction** (.60 effect size)	1- 4 Effectiveness measured by: • Fountas and Pinnell pre and post scores (growth along the continuum) • Illuminate Assessments • LTRS pre and post scores • Grade Level CFAs • SBAC scores

group intervention. Paraeducators will work with our AIT to support students who have experienced learning loss during the 2020-2021 pandemic. $35000	• **Reading comprehension programs** (.58 effect size)	
3. Tier I Intervention: All students in grades TK-6 will be taught by their classroom teacher at their F&P instructional level during the small group reading time of the literacy block. Teachers may be timesheeted for tutoring after school. $35000		
4. Intervention Support Credentialed teachers can assist us with Tier 2 interventions. (assessment, small group instruction, etc..) $65000		

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$35000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$40000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$125000	Certificated- Salaries	
Title I – Basic (4900/3010)	$100000	Certificated- Timesheets	

Actions/Services 1.1.6

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Library Technician Our Library Technician will provide library services to our students and families. Parent University	A Full Time School Librarian Makes a Critical Difference in Boosting Student Achievement, D. Katchel, 2013	1 & 2 Effectiveness measured by: • Fountas and Pinnell progress pre and post

meetings will be held in the library and the LT will assist the principal with Principal Meet & Greets, Tk/Kindergarten Orientation, Parent University events, and other activities which help connect the school and the community. The Library Technician will also support school-wide literacy programs such as Accelerated Ready, iReady, and We Both Read programs. $45000 **2. Books and Materials** Purchase high interest and culturally relevant books for school and classroom libraries. Purchase additional materials/supplies to update the services provided in our library. $10000		• Illuminate Benchmark Assessments • Student/Staff/Parent survey

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$45000	Classified- Salaries	
Supplemental/Concentration (7101/0000)	$10000	Contracts/Services /Subscriptions	

Actions/Services 1.1.7

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
APC Coordinator for Cougar Academy • FTE for our APC to coordinate the ASES program along with helping to reinforce and carry out our school priorities. • The paraprofessionals in the Cougar Academy program will receive professional development in reading and math to support the goals of the school. Paraprofessionals will also receive additional professional development from our Academic	**Research Says After School Programs Can Pay Off**, ASCD, J. David, 2017	Effectiveness measured by: • Illuminate Benchmark Scores • F&P pre and post reading scores increase for students in after school program • Growth in scaled scores on SBAC (3-6) increase for students participating in after school program

Intervention Teacher.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$13000	Certificated- Salaries	

Actions/Services 1.1.8

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Supplemental Programs- Before and After School • Students will be invited to participate clubs and tutoring groups. Teachers and paraeducators will be timesheeted for before/after school activities. • Materials will be purchased to support before/after school program to support STEM, CREST, Coding, etc..	John Hattie, **Visible Learning for Teachers: Maximizing Impact on Learning**	Effectiveness measured by: • SBAC, ELPAC, and site CFAs will be used to identify students who need or would enjoy additional supports. • Increase in number of students participating in before/after school programs.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$5000	Certificated- Salaries	

Actions/Services 1.1.9

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. GATE students will be taught by time-sheeted teachers to teach **GATE enrichment classes**	John Hattie, <u>**Visible Learning for Teachers: Maximizing Impact on Learning**</u>	1. We will see an increase of student participation in our after school GATE/STEAM Club.

after school.

2. Materials or supplies will be purchased to support the GATE After School Program.

- **Instructional Quality** Effect Size 1.0
- **Small Group Learning** Effect Size 0.49
- **Creativity Programs** Effect Size of 0.65

2. SBAC scores for GATE students

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1250	Certificated-Stipends	
GATE (7105/0000)	$3397	Materials/Supplies/Equipment	
GATE (7105/0000)	$1000	Certificated- Salaries	

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

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

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

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

Metric: Assessment System	

Actions/Services 2.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. PLC Leadership Team and Grade Level Leadership Release Days Release time for the PLC Leadership Team and Grade Level Leadership Team to discuss school-wide systems and practices prior to the end of the school year. $3000 **2. PLC Materials** We will need to annually purchase materials/books that will assist the grade level teams to have a better understanding of PLC work. $2000 **3. PD Library** We would like to build a PD library where teachers will be able to check out books to read. These books will cover instructional strategies/research-based practices that will help our teachers improve their best practices. $2000	**Learning By Doing: A Handbook for Professional Learning Communities at Work,** Richard DuFour, 2006	1. Review of weekly PLC minutes/agendas 2/3 Progress monitoring and planning documents related to schoolwide program Completion of assessment plan for K-6

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$2000	Materials/Supplies/Equipment	

Actions/Services 2.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Intervention Team Meetings- Tier II Provide sub release time for classroom teachers to meet with the Tier II team regarding students of concern and to collaborate with the Tier II team members (psychologist, behaviorist, etc) 20 days X 200= $4000	Implementing Practices that Work Best to Accelerate Student Learning- Fisher, Frey 7 Hattie 2016 • Collective Teacher Efficacy • Teacher Clarity - effect size .75	Decreased number of students receiving SSTs and being referred for assessment Increase in ELA/Math CAASPP scores

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$4000	Certificated- Salaries	

Site Goal 2.2

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

Our goal will be to increase our redesignation rate for English Language Learners each year. Our goal will be to increase by 5% for the 2021-2020 school year.
2014-2015   4.5%
2015-2016   5.7%
2016-2017   10.7%
2017-2018   12.2%
2018-2019   7.11%

In 2019, the CA Dashboard reports that 44.8% of our EL students are at least one year of growth. Our goal is to have at least 50% of our students make their yearly growth goal.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL • Low Income • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. ELPAC Coordinator will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The ELPAC Coordinator is a certificated staff member. We will use funds to puchase supplies and light refreshments for site ELAC meetings. The EL Coordinator will continue to be an administrator who will work with our EL Coach to oversee the implementation of testing.

2. EL Coordinator will plan ELAC meetings, participate in DELAC meetings, RFEP monitoring, and | English Language Proficiency Assessments for CA, CDE Website | 1. Our goal is to ensure all students are assessed according to required timelines and than an additional 12% of our EL students become redesignated this year.

2. The goal is for our ELAC meetings to have an 5% more attendees than the previous year. |

redesigning of students.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$39636	Certificated- Salaries	

Actions/Services 2.2.2

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Site will implement a TOT model to provide PD and support for staff in implementing Illuminate Assessment System. Two teachers and one administrator will attend district training and return to train the site. Illuminate will assist the team in meeting their grade level site goals. Teachers may be released to receive training and to observe training teachers on how to design, implement, and facilitate goals.	Visible Learning- John Hattie Collective Teacher Efficacy- 1.57	Formative walk-thorugh data, teacher surveys, SBAC summative assessments,

Data days during Trimester 1/2 will be used to evaluate data by admin/grade level teams. |

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3000	Certificated- Salaries	

Site Goal 2.3

15% of our students will reclassify as fluent each year on the ELPAC test.

Metric: Assessment System	

Actions/Services 2.3.1

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide professional development for teachers to assist them in differentiating their instruction for our students during designated/integrated ELD time. Teachers will have opportunities to attend PDs that are designed specifically for EL students.	Unlocking the Research on English Learners *What We Know—and Don't Yet Know—about Effective Instruction* By Claude Goldenberg (American Educator 2013)	Effectiveness measured by: • ELPAC scores • SBAC scores • Illuminate Benchmark Data • Grade Level CFTs

Funding Source	Amount	Description of Use	

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

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

Site Goal 3.1

At Samuel Kennedy we will, decrease the disproportionality of discipline actions for at risk subgroups. At Kennedy, our African American and Special Education students will decrease in number of office referrals by 10%. We will provide equitable instruction, intervention, SEL, and disciplinary practices to reduce suspensions.

In 2021-22, quarters 1-3, our suspension rate was 1.8% schoolwide, 4.5% African American . Our goal is to keep our suspension rate at or below this rate.

Metric: Suspension	

Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Recess Supports • **Increase positive culture and climate on campus** by utilizing program leaders during afternoon lunch recess and after school on Wednesday to teach and reinforce school-wide *PBIS Guidelines for Success* and character values using structured sports. • Provide playground supplies and equipment for student activities on campus. • Purchase safety mats to ensure student, staff, and parent safety in high traffic areas.	**Are We Losing Play Without a Purpose?,** Sarah Sparks, 2017 **Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression**, Murphy, H.A., 1983 **The Effects of Pre-Correction and Active Supervision on the Recess Behavior of Elementary School Students**; Lewis, T.J., 2000	Effectiveness measure by: • EGUSD Core Survey results • Pre and Post referral and suspension data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$24200	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$5000	Certificated- Salaries	

Actions/Services 3.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Friday Character Education Assemblies Three times a month, the PE teachers will provide small group SEL lessons for grades 1-6. Classes will focus on our school-wide Character Education themes and Second Step. Teacher will also incorporate PE activities for improved health and wellness. **2. Walk the Mile Club**	*Schools with strong character education programs report higher academic performance, improved attendance, reduced violence, and fewer disciplinary issues.*	1 & 2 Effectiveness measured by: • Student/Staff survey site evaluation • Increased attendance data • Decrease in suspension and referral data

Students often arrive early due to transportation or parent need. They will be part of our early morning Walk the Mile Club. Students will be recognized weekly for meeting their wellness goals. Teachers will be timesheeted to run the program in the mornings. Classified staff will help with supervision.

Students receive tickets for participating in the program. Prizes are given out each Monday in our weekly raffle. Students are also recognized for participating daily in the program. Parents are also invited to walk with their children as part of our school-wide wellness program.

We have seen an increase in our attendance since we have implemented this program. Parents are allowed to drop their students off as early at 7:15 to have breakfast and participate in the program. Students enjoy being recognized for their efforts and then attend school more regularly and arrive on time to participate in the program.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Certificated- Salaries	
Supplemental/Concentration (7101/0000)	$10000	Certificated- Salaries	

Site Goal 3.2

Increase the positive culture and climate at Kennedy by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior

Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Positive Reward Systems and Signage • Increase the positive culture and climate by staff providing Students PBIS Awards Celebrations, • Monday Morning Community Assemblies, Cougar of the Month, Cougar Pride recipients, School-wide Attendance Celebrations, Daily Morning Walk Club, and PBIS positive culture events. • We will purchase Title I approved rewards for our PBIS Paw Print Friday giveaways. . **2. Rebranding** • We are in the process of rebranding our school culture. We will need a new school logo that will be used with all new PBIS signage, postcards, awards, and student celebrations. **3. Cougar of The Month Awards** • Students will be honored each month at our Cougar of the Month assemblies. Students will receive lessons that help them better understand the basic monthly character ed themes.	**Altering School Climate Through Schoolwide Positive Behavioral Intervention and Support**, Bradshaw C., 2009	Effectiveness measured by: • EGUSD Core Survey results for parents and students • Pre and Post referral and suspension data

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$7000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$3600	Materials/Supplies/Equipment	

Site Goal 3.3

Increase the site's resources and response students' academic, social and emotional needs including peaceful conflict resolution and bullying prevention through personnel, training, Tier II collaboration meetings, Co-Ops Release Time for knee to knees and SST/IEP/504 meetings.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. Second Step Curriculum for Grades K-6 • Kennedy Elementary School is a Second Step School. This is our second year of implementation. Teachers provide two Second Step Lessons a month and also provide additional lessons that focus on our Cougar of the Month character education themes. • Materials and supplies will be purchased to create Wellness Centers in classrooms.	**Early Intervention Can Improve Low Income Children's Cognitive Skills and Academic Achievement**, American Psychological Association, April 22, 2004.	Effectiveness measured by: • Tier II MTSS Documents • Decrease Office Referrals • Pre and Post 2nd Step assessments • Decrease suspensions

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$2000	Certificated- Salaries	

Actions/Services 3.3.2

Principally Targeted Student Group

• Black or African American • EL • Filipino • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Mentoring the Pride • During morning and lunch recesses, students will be invited to work with a mentor who will teach strategies that they can be use to assist the students in being successful in the classroom and at home. Students will be referred by teachers and recommended by our Tier 2 team.	Effective Strategies for Mentoring African American Males https://www.air.org/sites/default/files/downloads/report/Effective%20Strategies%20for%20Mentoring%20African%20American%20Boys.pdf	Effectiveness measured by: • Reduced total number of suspensions and referrals • Measure student academic achievement

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Certificated- Timesheets	

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Provide parents opportunity to increase their ability to participate fully in the educational process by offering parent trainings, parent nights, parent support and additional opportunities to conference with teachers around strategies to help at home, student concerns, progress etc.
Home visit goal for 2022-2023 (50 visits)

Metric: Attendance Rate	

Actions/Services 4.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Home and School Connection and Communication Provide additional school staff through the parent liaison position to support the home-school connection and building relationships with families before, during and after school.	**Parent Involvement and Student Achievement: A Meta-Analysis**, William Jeynes, 2005	Parent Core Survey Results Increased Parent Participation at Back to School Night, Open House

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$6000	Classified- Salaries	
Supplemental/Concentration (7101/0000)	$1750	Certificated- Salaries	

Actions/Services 4.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Parent Trainings • Provide a series of academic trainings including iReady ELA and math, Early Literacy, Fountas and Pinnell Reading Levels, other academic interventions, social emotional and safety trainings to inform and empower parents with strategies, materials and high quality books to support their children at home; provide additional opportunities for teachers to conference with parents on strategies to help their children at home. • Materials will be purchased to support the parent trainings. Materials may be sent to the printing department when needed. Parent Nights- Reading/Math /Science/Writing	**Parent Involvement and Student Achievement: A Meta-Analysis**, William Jeynes, 2005	Effectiveness measured by: • EGUSD parent CORE survey results • Parent EXIT slips from trainings

- Invite outside groups to assist in hosting parent nights. (Explorit, etc..)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$5000	Certificated- Salaries	
Title I – Basic (4900/3010)	$5000	Contracts/Services /Subscriptions	

Actions/Services 4.1.3

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
ELAC Meetings • Provide materials for parents at ELAC meetings. Invite guest speakers to share ways parents can support their children at home with literacy, etc. • Release teachers to attend and present at our ELAC meetings.	**Parent Involvement and Student Achievement: A Meta-Analysis**, William Jeynes, 2005	Increase in parent participation (via sign ins) at meetings

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$3000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$1000	Certificated- Salaries	

Actions/Services 4.1.4

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Staff will be trained to conduct home/bridge visits throughout the school year. Staff will be timesheeted for visits.	Parent Teacher Home Visit Project http://www.pthvp.org/wp-content/uploads/2016/09/Landscape-Evaluation-2014.pdf The earlier parents get involved in their children's educational process, the better students tend to do in their overall performance (Shepard, 1995). Parent Engagement improves students success in academic achievements, social behaviors, and more likely to stay in school and develop into a competent adult (Brooks 2006; Chapman, 2003; Learning First Alliance, 2001)	Effectiveness measured by: • Parent teacher home visit data • Parent survey data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets	

Site Goal 4.2

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

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1. We will create a school-wide attendance plan to celebrate students and families who receive perfect attendance each month. Phone calls from teachers, administrators, and office staff regarding attendance. We will	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15change.pdf	1-3 Effectiveness measured by: • Analyze monthly attendance • Work with Tier 2 Team to identify families with concerns • Complete home visits as needed

identify students with chronic absenteeism and connect them to our Silent Helper program and document our progress through the MTSS referral process. Student of concern will be discussed at our weekly Tier 2 meeting and an action plan will be created for each student.

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

3. Letters and certificates will be provided to students each month for meeting their attendance goals. Attendance pencils/folders will also be given to students who meet their goals.

- Celebrate students with perfect attendance each month.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2553	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$1000	Certificated- Salaries	

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) | 2022 - 2023

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$28,746	$28,746	$28,746	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$219,200	$219,200	$123,650	$14,000	$64,800	$16,750	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$4,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$39,636	$39,636	$0	$39,636	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$468,053	$468,053	$450,500	$0	$7,000	$10,553	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$761,032	$761,032	$607,293	$53,636	$72,800	$27,303	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	$468,053
Subtotal of state or local funds included for this school	$292,979

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

Principal Sandra Brown _____ _____

School Site Council Chairperson Santrice Davis _____ _____

EL Advisory Chairperson Alicia Raya _____ _____