Samuel Kennedy Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 534)

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

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?

Our site team developed a timeline during the 22/23 school year to ensure that stakeholders were engaged in a timely and efficient manner in the development of the site LCAP. We have worked to provide information about the LCAP development process, site metrics, and programs and services provided by LCAP dollars. We have held informational meetings that have allowed stakeholders to collaborate with each other, build a knowledge base, and share ideas. Metrics that were reviewed include: CDE dashboard, LCAP metrics ppt,

site formative data, discipline, attendance, and SMART goal data.

The following opportunities for input were provided:
Title one parent meeting- 7/21/22 and 8/25/22
ELAC -9/28/22 and 1/20/23
Site Council - 12/15/22, 1/19/23, 4/27/23, 5/18/23
Certificated Staff meeting- 1/9/23, 4/3/23, 5/15/23
Leadership team- 3/13/23, 4/10/23, 5/15/23, 5/22/23

2. Impact of LCAP and Annual Update

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

Each stakeholder group was given multiple opportunities to review our prior year's data and provide input to the LCAP. Our School Site Council and our ELAC parent groups identified three areas of concern as they reviewed our assessment and survey data. This same data was also shared with our Grade Level Leadership Team and our data. Both groups felt that we should target our CAASPP Math scores, our chronic absenteeism rate, and our suspension/referral data. The staff met to review and discuss the data. Each stakeholder group voted and approved the following:

1) Our new ESSER AIT math position will focus on supporting our 3rd-6th grade math students.
2) A school-wide attendance program will be created and implemented during the 2023/24 school year. Funding will be used to celebrate progress families and students have made over time. We will target our kindergarten students. We have seen the positive impact that consistent kindergarten school attendance has over time with our students.
3) School-wide implementation of a research-based SEL program, Second Step, will be implemented to enhance our PBIS program.
4) Because we have seen significant progress with our Newcomer/Reading Room students, the majority of our Title I funds will be used to fund our AITs and ASTs.
5) Our ASSIST program will continue to provide structured play services during recess.
6) We would like to provide English classes to our families with the support of our Adult School program.

Resource Inequities

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

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT
African American	1	1	1
White	2	2	1
Two or More	2	2	1

Throughout our school LCAP, we have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

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   (SiteGoalID: 6329) (DTS: 02/10/23)

- **GOAL:** Increase the percentage of students meeting or exceeding in ELA and Math on CAASPP for grades 3rd - 6th by 5%.
- Increase the percentage of students in Kindergarten meeting grade level expectations in ELA and Math by 5%. (14% to 19%)
- Increase the percentage of students in 1st & 2nd grades meeting grade level benchmarks by 5%. (16% - 21%)
- **For Grades 3rd - 6th overall Math scores will increase 10% from 21% to 31% meeting or exceeding grade level standards on CAASPP**.
    - According to CAASPP data: 2022 African American students **decreased** from 14% to 11%.
    - According to CAASPP data: 2022 Hispanic students increased from 12% to 19%
    - According to CAASPP data: 2022 SED increased from students 14 % to 21%
    - According to CAASPP data: 2022 White students increase from 15% to 24%
    - All sub groups improved except our African American students.
- **For Grades 3rd - 6th overall ELA scores will increase 5% from 14% to 19% meeting or exceeding on CAASPP**.
    - According to CAASPP data: 2022 African American students increased from 14% to 18%
    - According to CAASPP data: 2022 Hispanic students increased from 14% to 22%
    - According to CAASPP data: 2022 White students increased 17% to 44%.
    - According to CAASPP data: 2022 SED students increased from 17% to 26%
    - According to CAASPP data: 2022 SWD students increased from 2% to 8%
    - According to CAASPP data: 2022 Homeless students increased from 0% to 17%

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

Actions/Services 1.1.1   (SiteGoalID: 6329) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
Implement a strong Tier I instructional delivery model school-wide. Provide professional development opportunities for staff, along with resources and materials to support proficiency in ELA & Math, and increase staff knowledge about the Instructional Framework, AVID, PLC implementation, Common Formative Assessments, and Culturally Responsive Instruction. Students who are not additional ELA support will be referred to our Tier 2 Reading Room. July - June Teachers will work closely with our CPL coaches as we begin our second cohort of LETRS training. PDs will also be held on the third Monday of each month. CPL coaches will continue to provide model lessons for teachers in LETRS, AVID, ELD, GLAD, etc. *August-June:* **Academic Intervention Teachers** will utilize small group instruction and Highly Effective Teaching Strategies to teach targeted Kindergarten through Grade 6 students not meeting grade level standards in ELA. Particular attention and assistance will be paid to our African American, English Learners, Hispanic and Students with Disabilities. 1. *July/August:* The Reading Room Team will determine the specific criteria that students will need to meet in order to qualify for intervention support as well as specific exit criteria. This	**July - June:** Administration will monitor implementation of PD received as displayed in: • Walkthrough data • Meeting agendas • Improved student achievement on grade level common assessments; K/1 Benchmark 80% of students will meet benchmarks. • Increase overall students meeting or exceeding standards in ELA and Math by 5% as measured by CAASPP **July - June:** A year long PD meeting plan is created with our PLC leadership team and our CPL coaches. Teachers attending conferences will share information out at PD meetings which are held on the third week of each month. PD plans and implementation are created and shared at our PLC Leadership meetings which are held on the second Monday of each month. Assessment scores are reviewed at CAST meetings which are held during the 8th week of the first and second trimester. AITs and ASTs provide updated reports of student progress. The following data is reviewed at the CAST meetings. • Beginning of the Year assessments • Illuminate data (LETRS, Phonics survey, etc.) • CAASPP data • ELPAC data	

criteria will be shared with teachers and parents.

2. _July 30_: AITs identify students in need of academic support based on Illuminate Data, Fountas & Pinnell Benchmark Assessments and LTRS assessments. Services begin once all assessments are completed.

3. _September/October/February/March_: COOPs are held to discuss site assessment data and any additional concerns.

4. _End of Each Trimester (November, March & June)_: Continue the cycle - identify students, provide intervention, progress monitor and determine the effectiveness of the program.

Action 1 -Salaried Teachers:

1.0 FTE District ESSER funding
2.0 FTE $150000 & $125000 Title One = $275000

2.0 time-sheeted teachers to assist with intervention for English Language Learners, Newcomers, African American and bilingual students. Supplemental Concentration- $100000

Action 2 - Classified Timesheet:
1.0 Paraeducator - Classified Timesheet-Title I Basic- $20000

1.0 K-1 Push-In Paraeducator from District ESSER funds

- Improved overall scores on site assessments.

Actions/Services 1.1.2   (SiteGoalID: 6329) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
<u>Using a variety of instructional strategies, resources and technologies to meet student's diverse learning needs:</u> Kennedy will purchase online resources, technology, and student acknowledgement to support the extended learning needs of targeted students. Intervention programs such as Reflex Math, IXL, Accelerated Reader, EPIC, and Sumdog, will supplement our core curriculum and support student achievement. Additional resources and supplies to support the implementation of ELA/Math during whole group and small group instruction. The below materials and resources are supplemental materials that staff are using consistently and have found effective in supporting learning. 1. Approved supplemental ELA/Math resources 2. Math manipulatives. 3. Time for Kids 4. Reading games and materials 5. Provide maintenance agreements, parts, services, supplies, and replacement of supplemental resources. 6. Print shop orders 7. Agendas/School Communication Folders 8. AVID supplies (highlighters, markers, colored pencils, notebooks, sentence strips, etc.)	Assessments are given at the beginning of the school year and at the end of each trimester. Data is collected in Illuminate and teachers also share their assessment data with their teams during weekly weekly PLC meetings. Data is also shared at CAST meetings which are held twice year during Trimester 1 and Trimester 2. Curriculum Coaches and administrators attend CAST meetings and work with the teacher and Tier 2 team to create action plans that will helps the student meet their academic goals. 1. Site grade level assessments (pre/post) Improved scores in Illuminate assessments 2. Improved math fluency scores (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	

Action 3- **Contracts: 30000- Title I Basic** **Materials:30000 - Supplemental** **Con.**	8. Online assessments	

Actions/Services 1.1.3   (SiteGoalID: 6329) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
Library Technician Our Library Technician will provide library services to our students and families. Parent University meetings will be held in the library and the LT will assist the principal with Principal Meet & 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, and We Both Read programs. **Books and Materials** Purchase high interest and culturally relevant books for school and classroom libraries. Purchase additional materials/supplies to update the services provided in our library. **Action 5 - 1.0 FTE Librarian** **Title I Basic - 55000** **Action 6 - Materials** **Title I Basic - 10000**	Effectiveness measured by data collected by administration, teachers and librarian: • Accelerated Reader participation • Increased number of books being checked out and monitored on the Destiny platform • Illuminate Benchmark Assessments • Student/Staff/Parent survey	

Actions/Services 1.1.4   (SiteGoalID: 6329) (DTS: 05/01/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. *September - June:* GATE students will be exposed to enrichment activities by teachers teaching in our GATE Enrichment Classes after school. 2. *September - June:* GATE Coordinator will assess students in order to qualify additional GATE students. 3. *September - March:* Materials and supplies will be purchased to support the GATE After School Enrichment Program. ***Action 1-Certificated Timesheet:*** *$1,000 GATE* ***Action 2-Certificated Stipend:*** *$1,500 GATE* ***Action 3-Materials/Supplies/Equipment:*** *$1,897 GATE*	• *September - June:* The GATE Coordinator will administer the annual NNAT assessment and review the District GATE referral process in order to potentially qualify additional students from our significant subgroups of under-represented students. • *December & March:* The GATE Coordinator will review student participation data.	

Actions/Services 1.1.5   (SiteGoalID: 6329) (DTS: 05/01/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
July-June Provide entry fees and transportation for students to attend educational field trips. **July-August**: Grade levels will determine their field trips choices for the school year. The teams will allocate funds equally so that all students will be able to participate. July-June Provide funds for on-site school-wide assemblies. Assemblies will support grade level year long plans/curriculum.	Action will be measured by: • Admin. observation of work samples tied to the field trip. • Teachers to survey students after the field trip to determine if the experience enhances their academic experience and meets grade level/site goals.	

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	$1000	Certificated- Timesheets
GATE (7105/0000)	$1500	Certificated-Stipends
GATE (7105/0000)	$1897	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$100000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$30000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$305000	Certificated- Salaries
Title I – Basic (4900/3010)	$20000	Classified- Timesheets
Title I – Basic (4900/3010)	$46344	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$10000	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1   (SiteGoalID: 6802) (DTS: 01/01/10)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1   (SiteGoalID: 6802) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
1. *August, December, February, June:* 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. 2. *August, December, April:* Teachers will assess all below grade level students with a Fountas & Pinnell Grade Level Benchmark Assessment.	• *August, December, February, June:* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • *August, December, February, June:* Teachers will access their student's Illuminate & F&P data, analyze it, and determine next steps in order to improve student learning. • *August and May:* The Principal will analyze the Self-Efficacy Survey results in August 2023 and May 2024	

3. *August - June:* Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate, Fountas & Pinnell Benchmark Assessments and/or grade level data. 4. *Monthly:* Each Grade Level will complete a Data Analysis form to share with the school administrator. 5. *August and May:* A Self-Efficacy Survey will be given to teachers in August 2023 and in May 2024 in order help determine if teacher efficacy is increasing. *Timesheet off-track teachers to assist with assessments for K/1. 8 teachers X 4 days X $250= $8000* *Provide teachers with grade level release days to review and analyze assessment data. (2 days each year)* *40 x $250 X 2= $20000* **Action 1 - Certificated Timesheet:** *Title I Basic - $28000*	and will share the data with teachers and the SSC.	

Site Goal 2.2   (SiteGoalID: 6980) (DTS: 05/01/23)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6980) (DTS: 05/01/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
AVID- Teams will attend training to refine AVID implentation in with their students. Team will focus on Costa's questioning strategies. PLCs- Teaching staff will continue their professional growth via measured through self-assessment with a focus on evidence of student learning. Goal will include sending a team of teachers to PLC training so that they can become more proficient in Essential Standards, developing Common Formative Assessments, and best use of classroom data to improve student outcomes across the team. 1. _July:_ Staff will have the opportunity to attend **AVID Summer Institutes in Sacramento and Anaheim** and monthly professional development opportunities through **SCOE.** 2. _August - June:_ Provide professional development, site-planning, data analysis, teacher release time and collaboration time for teachers on how to further utilize **EGUSD's Illuminate Assessments** for ELA and MATH in order to assess and measure mastery of standards,	• _October, December, February & April:_ Administrators will collect data on FONT from Classroom Walkthroughs in order to determine the level of implementation of AVID and High Quality Teaching Strategies (grade level data and schoolwide data). • _November, January, March & May:_ Administrators will share Schoolwide Walkthrough Data with teachers at Staff Meetings and during CAST meetings.	

identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.

3. *August - June:* Teachers will daily utilize High Quality Teaching Strategies (Learning Targets & Success Criteria).

4. *August - June:* Classroom Walkthroughs will be focused on AVID Strategy implementation as well as on the implementation of Learning Targets and Success Criteria. Walkthroughs will be completed monthly and entered into FONT by administrators. Data will be shared with individual teachers.

5. *September - June:* Staff will have the opportunity to attend AVID PD opportunities through SCOE.

6. *September- June:* To continue our work on Diversity, Equity and Inclusion, ALL staff will select from professional development choice examples. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction, specific AVID strategies, Data for Equity, etc.

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

Site Goal 2.3   (SiteGoalID: 6982) (DTS: 05/01/23)

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. We will increase the frequency and quality of the use of research proven ELD practices throughout the instructional day and use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law. Success criteria will include

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1   (SiteGoalID: 6982) (DTS: 05/01/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
Teachers will complete 100% of their beginning of the year and trimester district required assessments. Students will also complete ELPAC assessments according to timelines and teachers will use this data to provide research based instruction in ELD. 1. *July/June:* Our ELPAC Coordinator is responsible for helping our team complete all of our EL testing prior to the May 31 deadline. We have over 400 EL	Data to be reviewed: - ELPAC completion rates - Redesignated Fluent rates Assessment data is reviewed during CAST meetings which are held near the end of the first and second trimester. Admin, CPL/EL coaches and teachers meet to discuss the next steps for students who are not meeting grade level standards. Assessment data may also be shared during weekly MTSS meetings when student	

students and it is very difficult to test all of our students. Our ELPAC Coordinator recruits additional teachers to assess the students and monitors the progress of the ELPAC assessment roll out. Our ELPAC Coordinator also assists us with all of the documentation that is monitored for ELs.	concerns are identified.	
Parent Meetings and Student Recognition Events We will hold ELAC meetings every other month. This will allow parents to provide more feedback and share their ideas and/or concerns on a regular basis. We will also use these meetings to recognize our EL students who are making progress and meeting their personal goals. ***Action 3*** ***EL Funding : Certificated Timesheets: $29366***		

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$29366	Certificated- Timesheets
Title I – Basic (4900/3010)	$48000	Certificated- Timesheets
Title I – Basic (4900/3010)	$40000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment

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   (SiteGoalID: 6330) (DTS: 02/10/23)

During the 2021-2022 school year, 2.3% of our students were suspended for at least one day. To address disproportionality our goal is to decrease our total number of suspensions, resulting in in less than 2.3% by the end of the 23-24 school year. Increased focus on building and fostering a positive school climate will help increase in-class time, decreasing time out of class due to discipline issues.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1   (SiteGoalID: 6330) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
July-June **Increase positive culture and climate on campus** by utilizing program leaders during afternoon lunch recess and after school on Wednesday to teach and reinforce school-wide *PBIS Guidelines for Success* and character values using structured sports. - Provide playground supplies and equipment for student activities on campus. - Provide awards and incentives for students who earn Paw Prints and are chosen as the Cougar of the Week each Friday.	Admin will measure effectiveness by: - EGUSD Core Survey results - Pre and Post referral and suspension data	

- Provide the paper and ink used to create the awards for students.

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

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

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

Site Goal 3.2   (SiteGoalID: 6331) (DTS: 02/10/23)

Increase the positive culture and climate at Kennedy by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior. Increase average favorability score on school climate survey by 5%.

Metric: School Climate - Average Favorability Rating

Actions/Services 3.2.1   (SiteGoalID: 6331) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	• What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	• What is working? • What is not working and why? • What modifications do you need to make?
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. *Action 3: Materials*	Admin, Tier 1 and Tier 2 PBIS teams will measure effectiveness by: • EGUSD Core Survey results for parents and students • Pre and Post referral and suspension data	

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

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$20000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$50000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment

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   (SiteGoalID: 6328) (DTS: 02/10/23)

Provide parents opportunities to increase their ability to participate fully in the educational process by offering parent trainings, parent nights, parent support and additional opportunities to conference with teachers around strategies to help at home, student concerns, progress etc. Our goal is to complete 50 home or bridge visits by the end of the year.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.1.1   (SiteGoalID: 6328) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes.	How will you Progress Monitor the Implementation of Actions/Services? • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when?	Evaluation Cycles in 2023-2024 • What is working? • What is not working and why? • What modifications do you need to make?
July-June • Survey parents and determine what type of parent university classes they would like to attend. • Provide additional resources and materials at parent trainings. Materials may be sent to the printing department when needed. • Invite outside groups or guest speakers to assist in hosting parent nights. (Explorit, etc..) • Organize home visits or FST meetings with teachers and staff to offer additional supports to families. • Collaborate with FACE and FACE liaison to host reading, math, art, and/or science nights. Contracts: $5000 Materials:$5000 Certificated Timesheet: $3000 Classified Timesheet: $3000	Effectiveness measured by: • EGUSD parent CORE survey results • Parent EXIT slips and evaluations from parent university trainings Survey and evaluation data will be collected by and shared with the admin, leadership, and organizers who host the events and activities. Data will also be shared at staff and leadership meetings as needed.	

Site Goal 4.2   (SiteGoalID: 6334) (DTS: 02/10/23)

Decrease our chronic absenteeism. Strengthen our home-school connection through the programs and supports that we provide for students and families. In reviewing the data, 48.6% of our students are chronically absent. Our goal is to reduce our chronic absenteeism rate by 20% to 28.6% in 2023-24.

Metric: Percent Chronically Absent

Actions/Services 4.2.1   (SiteGoalID: 6334) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. - Actions and Services should be step by step in a chronological order. - Actions and Services should remove barriers and implement changes.	- What progress data will be collected and who will collect it? - How often and when will it be collected? - Who will it be shared with and when?	- What is working? - What is not working and why? - What modifications do you need to make?
<u>July-June</u> We will work with our local community partners, Culture, Climate, & Culture Committee, and FACE department to create a school-wide attendance plan to celebrate students and families who receive perfect or improved attendance each month. Positive phone calls from teachers, administrators, and office staff will be made regarding attendance. We will identify students with chronic absenteeism and hold FST meetings to support families. Students of concern will be discussed at our weekly Tier 2 meeting and an action plan will be created for each student. 2. The team will work closely with our FACE team and our Attendance Intervention Office to provide additional resources and trainings for families, provide training for our staff in helping our families and our team solve the chronic absenteeism problem we are facing. 3. We will hold monthly raffles for students who are coming to school every day or who make significant improvements in their attendance. ***Action 2: Materials Supplemental Con. - $5000***	During our monthly PBIS meetings, staff will review suspension, referral, and chronic attendance data. The data will be shared and discussed during our PBIS moments at the beginning of each staff meeting. Staff meetings are held on the first Monday of each month. PBIS meetings are held on the first Thursday of each month. Attendance meetings are held every other Tuesday with our AIO who assists us with Family Support Team meetings. Feedback is document in Synergy and shared at our weekly MTSS meetings. Effectiveness measured by: - Analyze monthly attendance - Work with Tier 2 Team to identify families with concerns - Complete home visits and FSTs as needed - Celebrate students with improved and or perfect attendance each month.	

Action 3: Contracts
Supplemental Con. - $5012

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	$3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$3000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	$10012	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$5000	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Timesheets		$29366			$29366
GATE (7105/0000)	Certificated- Timesheets	$1000				$1000
GATE (7105/0000)	Certificated-Stipends	$1500				$1500
GATE (7105/0000)	Materials/Supplies/Equipment	$1897				$1897
PBIS (7440/0000)	Materials/Supplies/Equipment			$1000		$1000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$100000		$20000	$3000	$123000
Supplemental/Concentration (7101/0000)	Classified- Timesheets				$3000	$3000
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions			$50000	$10012	$60012
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$30000			$5000	$35000
Title I – Basic (4900/3010)	Certificated- Salaries	$305000				$305000
Title I – Basic (4900/3010)	Certificated- Timesheets		$48000			$48000
Title I – Basic (4900/3010)	Classified- Timesheets	$20000				$20000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	$46344	$40000			$86344
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	$10000	$5000	$5000		$20000

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$54,942	$54,942	$54,942	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$221,012	$221,012	$130,000	$0	$70,000	$21,012	$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	$29,366	$29,366	$0	$29,366	$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	$479,344	$479,344	$381,344	$93,000	$5,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$790,061	$790,061	$570,683	$122,366	$76,000	$21,012	

Fund Subtotals

Subtotal of additional federal funds included for this school	$479,344
Subtotal of state or local funds included for this school	$310,717

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