

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



John F. Kennedy Elementary

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Climate and Vision Goal:

Kennedy Elementary will work to create a positive school climate that fosters building a community where students, staff, and parents feel safe, connected, supported, and engaged. All staff will work collaboratively to build an environment that provides students the academic, socio-emotional, and 21st century skills necessary to become college and career ready.

Strategy/Activity 1

Tier I-Schoolwide Positive Behavior Program: Kennedy will continue to teach and support the school motto of "I am responsible, respectful, safe, and I make good choices" and will continue to implement PBIS strategies that include the teaching of school wide and classroom behavioral matrices and expectations. All staff will work toward creating a positive school environment, that includes supports in achieving high behavioral and academics standards and goals.

Tier II- The PBIS/COST will meet monthly to monitor Kennedy's implementation of PBIS strategies and review office referrals and suspensions. Upon review, positive behavioral interventions will be provided according to the MTSS framework, including, but not limited to, check in/out, mentor program, and SST referrals.

Tier III-Students demonstrating at risk behaviors, a part time counselor will meet individually with students and provide Tier III individualized support and mental health referrals where necessary.

Budgeted Amount:

Strategy/Activity 2

Creating a culture of rigor, college success and 21st century learning environments: In order for all students at Kennedy Elementary school to acquire the knowledge and skills necessary to become productive citizens with 21st century skills, teachers will promote a culture of success, growth mindset, self-determination, and maintain a level of rigor that challenges and supports students. In order to support college and career readiness, Kennedy will implement AVID strategies in grades 3-5 and in order to provide ongoing professional development in areas of instruction using current best practices, a small group of teachers will attend AVID Summer Institute and share this knowledge with colleagues. Kennedy Elementary will hire Intervention and Enrichment tutors to facilitate small group learning for targeted students. Teachers will implement strategies that promote a college and career culture, including, but not limited to, interactive college boards, career days, and growth mindset. Additionally, teachers will, in collaboration with peers and data chats with administration, analyze student data, including achievement, academic growth, attendance, and behavioral data. Teachers will set goals, differentiate instruction, and determine interventions as needed. Furthermore, the use of technology will be implemented daily to supplement classroom instruction and make learning streamlined and in line with the demands of 21st century college and careers. This access to updated technology will allow teachers to differentiate for the different types of learners and will provide engaging and meaningful instruction. The onsite computer tech will support staff and student technological needs and keep hardware and software updated.

Budgeted Amount:

11,945

Strategy/Activity 3

Attendance improvement and student engagement: All students will have access to a welcoming, creative, and safe learning environment on our campus.

Tier I: Kennedy will engage in school wide programs that encourage attendance, including, PBIS strategies, GO Crusader attendance poster, and attendance award recognition. Teachers will be trained on best practices to promote student engagement and participation and the school will offer a variety of opportunities for students to become involved and engaged. Students on quarantine will be provided access to work packets and/or online programs.

Tier II and III: Student attendance and engagement will be monitored to determine those at risk and appropriate intervention will occur as needed. In order to increase attendance rates and for those students at risk of becoming chronically absent, Kennedy Elementary will provide interventions, such as, but not limited to, SART SARB, SST, and COST.

Budgeted Amount:

Strategy/Activity 4

Tier I: Kennedy will have access to the Second Step Curriculum- social-emotional (SEL) program to address the social-emotional needs of the students. Teachers will also have access to classroom guided lessons provided by counseling staff.

Tier II- In order to provide support and improve the socio-emotional wellness of students demonstrating at risk behaviors, two full time counselors will meet, in groups and/or individually with students.

Tier III- Mental health referrals to Turning Point counselor and/or behavior intervention plans will be implemented.

Budgeted Amount:

6,500

Total Expenditures

18,445.00

Goal 2 - English Language Arts**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

To ensure that students are mastering skills to become effective literate citizens in the 21st century, all staff will work to improve the reading, writing, listening, and speaking skills of all students. Kennedy students will have the knowledge and skills needed to read, listen, and respond to a variety of fictional and non-fictional complex text with understanding and will be able to use their literacy skills as a tool to deepen their knowledge of challenging academic content across a variety of instructional areas and for a variety of purposes. Kennedy students will be able to collaborate, research, and compose 3 types of writing including an argumentative piece of writing that is supported by opinion and evidence, an informational piece that examines a topic and conveys ideas and information clearly, and a narrative piece using effective technique, descriptive details, and clear event sequences.

Strategy/Activity 1

Core ELA Program: To provide students with equitable access to high quality curricular and instructional ELA program that is accessible from school and home, teacher will use state adopted ELA program, Benchmark Advance, district wide curriculum maps, and common core ELA instructional strategies, such as, AVID, Thinking Maps, collaborative conversations, and opportunities to write across the curriculum. Kennedy staff will attend district staff developmental trainings and will collaborate bi-monthly to review curriculum, align instruction, strategies, and materials with Common Core standards. Teacher will also review student assessment data, revise instruction, review grading practices, and establish common grade level criteria in order to meet the targeted needs of all students. Upon grade level review of data and instruction, teachers will support the core program and the instructional needs of their students by providing supplementary printed materials, reading supplemental software programs, supplemental leveled reading books, and instructional supplies that support literacy, including, the production and publication of student work.

Budgeted Amount:

18,000

Strategy/Activity 2

Tier II ELA Program: Students at risk of not meeting ELA standards are identified for academic interventions. Teachers may provide one or more of the following interventions: 1. Small group differentiated reading instruction 2. Intervention tutors who will provide support in ELA/Reading

instruction during the regular school day. 3. Before/after school tutoring with a classroom teacher using research-based interventions (SIPPS, Six-Minute Solutions, Phonics for Reading Programs, REWARDS Reading program, Benchmark Advance Interventions, and internet based reading programs). Students will be identified using the DIBELS and MAP universal screenings, grade level assessments, STAR Reading, SIPPS mastery tests (1st-3rd), and teacher observations and recommendations. Student progress will be monitored and modifications in the program will be made. If the student does not respond to the intervention, an SST may be initiated.

Budgeted Amount:

14,802

Strategy/Activity 3

Tier III ELA Program: The lowest performing students and those performing one or more grade levels below standards and those struggling academically despite receiving Tier II interventions will be referred to the Student Success Team process. Collaborative meetings will be held between teachers, parents, students, other staff (i.e. speech therapist) and administration to plan steps to improve academic outcomes in ELA and monitor student progress. As these meetings may be held at times that are more convenient to the parent than typical school hours, extra duty may be necessary for certificated staff to facilitate meeting.

Budgeted Amount:

2,000

Total Expenditures

34,802.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

All Kennedy English language learners will improve their English proficiency and will use language in meaningful and relevant ways appropriate to grade level content area, topic, purpose, audience, and text type in English Language Arts, mathematics, science, social studies, and the arts. They will use academic language to gain and exchange information and ideas.

Strategy/Activity 1

Tier I ELD Program: English Language learners will receive integrated and designated English Language Development (ELD) throughout the day in order to access core content and develop English language skills. Teachers will use the state adopted ELD Benchmark Advance program, technology, instructional strategies, such as, but not limited to, GLAD, Thinking Maps, Frontloading, SDAIE, etc. and will support the core program with supplementary texts, materials, and software that support academic language and vocabulary. Teachers will analyze ELPAC data to determine linguistic accommodations and provide appropriate interventions and scaffolds. Reclassified students will continue to receive services to ensure college readiness.

Budgeted Amount:

Strategy/Activity 2

Tier II ELD program: English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English Learner tutoring where students are given the

opportunity to practice academic English that is connected to the curriculum. The Tier II EL program identifies students' needs and provides additional support so that students continue to make progress towards acquiring English. Students at this level may also receive support through online programs, Rosetta Stone or Lexia English.

Budgeted Amount:

8,360

Strategy/Activity 3

Tier III Program: English learners identified at-risk of becoming long term English learners and show signs of academic struggles due to limited English language fluency will be placed in the Tier III ELD program. Teachers will work collaboratively with the TOSA to support and monitor student progress, identify students' needs and ensure student success. Newcomers will be provided access to Rosetta Stone and TOSA will monitor progress.

Budgeted Amount:

Total Expenditures

8,360.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Kennedy students will be able to solve real world problems with precision through reasoning both abstract and quantitative, while using the appropriate tools strategically in order to form a viable argument to explain and express their understanding.

Strategy/Activity 1

Tier I Core Math program: To provide students with equitable access to a high-quality core curricular and instructional program, all teacher will use the state adopted Math Expression program, district wide curriculum maps, and standards aligned instructional materials, including, but not limited to, Irvine Math Project. All students will take state, district MAP math and site-based assessments. Teachers will analyze results, discuss and share lesson plans, modify instruction, and incorporate effective math strategies, including use of manipulatives and connecting to real world experiences. Kennedy teachers will participate in onsite and district provided training opportunities related to Common Core Math standards and effective strategies. Teachers will be given the opportunity to participate in CGI and IMP trainings. During grade level collaboration meetings, teachers will discuss lessons and instructional strategies that support student achievement, engagement, and algebra readiness. Teachers will also review grading policies and establish common criteria. Based on student needs, instructional supplies that support the core program and promote conceptual understanding, problem solving application, and procedural skills will be provided and supplementary materials may be ordered through print shop. All students will have equitable access to ST Math to support their Algebra readiness. Mind Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. In order to build math fluency skills necessary for pre-algebra readiness and higher order thinking, a school-wide Math Facts Challenge incentive program will be implemented to support and encourage students

to acquire fluency with math facts appropriate for their grade level. In addition, all students will have access to a supplemental online math program, Imagine Math, which builds automaticity in addition, subtraction, multiplication, and division while using an engaging virtual platform.

Budgeted Amount:

6,000

Strategy/Activity 2

Tier II Math program: Students at risk of not meeting math standards are identified for academic interventions and are given access to differentiated online programs. Teachers may provide one or more of the following interventions: 1. Small group differentiated instruction 2. Intervention tutors who will provide support in math instruction during the regular school day. 3. Before/after school tutoring with a classroom teacher. Students will be identified using classroom assessments, MAP universal screenings, grade level assessments, Delta Math Diagnostics Assessment, and teacher observations. Student progress will be monitored and modifications in the program will be made. If the student does not respond to the intervention, an SST may be initiated.

Budgeted Amount:

8,000

Strategy/Activity 3

Tier III Math program: The lowest performing students who are struggling academically and have not responded to Tier II interventions are referred to the Student Success Team. Collaborative meetings will be held between teachers, parents, students, and administration to plan steps to improve academic outcomes in math and monitor student progress.

Budgeted Amount:

Total Expenditures

14,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Kennedy students will be equipped with critical thinking, problem solving, and analytical skills needed to engage in a scientific, technological, and global society.

Strategy/Activity 1

Through STEAM based activities, Kennedy teachers will enhance and supplement core science instruction and provide learning opportunities that connect to the NGSS standards. Students will have opportunities to investigate, question, observe, generate, model, analyze, and apply skills and ideas.

Budgeted Amount:

7,000

Total Expenditures

7,000.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Kennedy will promote, develop and nurture positive relationships with parents, business partners, and community members to increase student achievement and success and create a healthy, safe, and secure learning environment.

Strategy/Activity 1

Communication and creating a welcoming environment: Kennedy Elementary will work to develop positive relationships with parents/caregivers by routinely communicating with parents in a timely manner. Office and school administration will notify parents and the community of current programs, upcoming events and activities through a variety of means: Parent Square, monthly newsletter, virtual fliers, teacher contacts, banners, school marque, email, social media, and phone messaging. Conferences, Open House, and Back to School will held in a timely manner to discuss student, class, and school expectations. Parents will be informed of their child's progress through progress reports, report cards, SSTs, and IEPs (if applicable). At the yearly Title 1 Parent meeting, staff will present and review the Parent-Student-Teacher-Principal Compact and School Involvement Policy, as well as, homework, discipline, and attendance policies that will be used school wide. Parents will be encouraged to participate in the revision process of these documents. Translation services will be provided by TOSA, instructional assistants, and other staff members, if necessary, in order to insure communication with parents. Our school will regularly recognize students for their progress and accomplishments and parents will be notified through Parent Square or Class Dojo. The following activities may also be held: seasonal festivals, book fairs, Jog-a-Thons, a Winter Performance, a Spring Talent Show, 5th grade promotion activities, grade level performances, and school wide exhibitions.

Budgeted Amount:

Strategy/Activity 2

Parent Trainings to Support Student Success: Based on parent feedback through surveys, parent meetings, and committee suggestions, we will continue to invite community agencies/organizations and District sponsored trainings to provide workshops/training, English classes, and support groups on topics requested by parents. Some parent workshops may continue through a virtual online platform. Parents will be actively encouraged to help lead and recruit for these workshops.

So that incoming students transition smoothly into kindergarten, Kennedy staff will offer a parent training in the spring and/or summer that focuses on best practices to help prepare their children for Kindergarten.

Budgeted Amount:

6,000

Strategy/Activity 3

Building capacity for parent leadership and engagement: Parent meetings and workshops will continue and will be conducted virtually or in person. Parent communication of various meetings and workshops will be posted on Parent Square. Kennedy Elementary will provide monthly functions and /or activities that encourage and promote parent/caregiver involvement,

participation, and/or input. Monthly principal meetings will be held virtually to include academic and socio-emotional topics. Parents will be given opportunities to become active members of various school committees, including SSC, ELAC, DAC/DELAC, Neighborhood Leadership Team, and PTA. Various parenting workshops will be offered virtually and/or in-person throughout the year. Parents will be encouraged to volunteer on a variety of school activities and events where they are actively engaged with students, including field trips and school events. The Morning Greeter program will allow parents to participate before and/or after school to foster an inviting and caring climate. And when it is safe to do so, there will be a yearly volunteer recognition assembly to recognize parents/caregivers for their support and commitment.

Budgeted Amount:

Strategy/Activity 4

Parent Outreach and support: Kennedy's Wellness Center will play key role in meeting parents needs and communicating information. Our Family and Community Engagement (F.A.C.E) liaison will collaborate with parents and community members to provide resources (through virtual platform or phone calls) that promote the academic and socio-emotional support of our students, including, Engage 360, Minnie St. Family Resource Center, Lighthouse Community Center, and other outside resources. In addition the F.A.C.E worker will work with parents to provide assistance with communication between staff and parents, provide information on school readiness, address attendance issues, conduct home visits, address welfare needs, and will link families in need to community services and counseling, and other family services.

Budgeted Amount:

Total Expenditures

6,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	18,445.00
Goal Area 2, English Language Arts	34,802.00
Goal Area 3, English Learner Progress	8,360.00
Goal Area 4, Math	14,000.00
Goal Area 5, Content Area Goal	7,000.00
Goal Area 6, Parent Engagement	6,000.00
Total Funds Budgeted	88,607