The Single Plan for Student Achievement
2017-18

School:	Father Keith B. Kenny K-8 School
CDS Code:	34-67439-6110662
District:	Sacramento City Unified School District
Principal:	Gail Johnson
Revision Date:	

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Gail Johnson
Position:	Principal
Phone Number:	(916) 277-6500
Address:	3525 Martin Luther King Jr. Blvd Sacramento, CA 95817
E-mail Address:	gail-johnson@scusd.edu

The District Governing Board approved this revision of the SPSA on September 1, 2016.

School Description and Mission Statement (most recent year)

Our vision is for Father Keith B. Kenny K-8 School to be a thriving, world-class learning institution that inspires students to dream and believe, and that develops students who are committed to scholarship, integrity and service.

The mission of Father Keith B. Kenny K-8 School is to create a culture of excellence where we educate all students to proficiency or above in all subject areas and in character, and where we provide the strong foundation needed for success in college and or career. We will carry out this mission in an environment of high expectations that is rigorous, culturally inclusive, effacious, safe, loving and that inspires lifelong learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	74	52	71	46	71	46	95.9	88.5
Grade 4	52	65	48	63	48	63	92.3	96.9
Grade 5	55	47	54	43	54	43	98.2	89.6
Grade 6	41	49	38	47	38	47	92.7	95.9
Grade 7	30	22	29	21	29	21	96.7	95.5
Grade 8	10	23	9	21	9	21	90.0	91.3
All Grades	262	258	249	241	249	241	95.0	93.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2398.5	2381.1	8	9	25	15	32	35	34	41
Grade 4	2424.1	2460.7	2	17	23	29	29	25	46	29
Grade 5	2461.0	2481.8	7	12	30	30	24	26	39	33
Grade 6	2499.1	2503.3	3	9	26	28	47	43	24	21
Grade 7	2509.8	2523.7	3	5	28	24	45	43	24	29
Grade 8	*	2557.6	*	10	*	29	*	48	*	14
All Grades	N/A	N/A	5	11	27	26	34	34	34	29

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	11	9	42	48	46	43
Grade 4	4	13	48	59	48	29
Grade 5	17	14	31	49	52	37
Grade 6	11	13	39	45	50	43
Grade 7	10	19	41	52	48	29
Grade 8	*	14	*	52	*	33
All Grades	11	13	41	51	49	36

Writing Producing clear and purposeful writing						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	8	9	56	46	35	46
Grade 4	6	22	50	52	44	25
Grade 5	11	9	48	56	37	35
Grade 6	8	11	58	60	34	30
Grade 7	17	14	62	48	21	38
Grade 8	*	24	*	67	*	10
All Grades	10	15	55	54	35	32

Listening Demonstrating effective communication skills						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	6	7	72	72	23	22
Grade 4	6	11	69	76	25	13
Grade 5	7	21	56	56	37	23
Grade 6	0	13	82	66	18	21
Grade 7	10	5	59	81	31	14
Grade 8	*	10	*	67	*	24
All Grades	6	12	67	69	27	19

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	10	13	62	43	28	43
Grade 4	4	22	58	62	38	16
Grade 5	13	30	67	47	20	23
Grade 6	18	17	55	72	26	11
Grade 7	10	5	62	76	28	19
Grade 8	*	19	*	57	*	24
All Grades	11	19	61	59	28	22

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	74	52	71	49	71	49	95.9	94.2
Grade 4	52	65	48	63	48	63	92.3	96.9
Grade 5	55	47	55	45	55	45	100.0	93.8
Grade 6	41	49	38	47	38	47	92.7	95.9
Grade 7	30	22	29	21	29	21	96.7	95.5
Grade 8	10	23	9	21	9	21	90.0	91.3
All Grades	262	258	250	246	250	246	95.4	95

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2390.1	2400.0	3	8	30	16	20	41	48	35
Grade 4	2420.6	2440.0	0	3	10	14	56	49	33	33
Grade 5	2458.7	2471.2	7	2	15	20	29	40	49	38
Grade 6	2492.0	2479.9	5	9	8	13	45	34	42	45
Grade 7	2475.1	2517.3	7	5	3	24	34	38	55	33
Grade 8	*	2506.0	*	10	*	10	*	19	*	62
All Grades	N/A	N/A	4	6	16	16	34	39	46	39

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	20	24	30	35	51	41
Grade 4	2	10	25	40	73	51
Grade 5	9	2	27	47	64	51
Grade 6	5	15	37	28	58	57
Grade 7	7	19	17	24	76	57
Grade 8	*	14	*	19	*	67
All Grades	10	13	27	35	63	52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	10	6	32	45	58	49
Grade 4	0	10	46	52	54	38
Grade 5	18	7	27	44	55	49
Grade 6	3	11	55	40	42	49
Grade 7	3	10	48	57	48	33
Grade 8	*	5	*	52	*	43
All Grades	8	8	39	48	53	44

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 3	7	10	58	69	35	20
Grade 4	4	8	48	51	48	41
Grade 5	11	2	49	51	40	47
Grade 6	3	6	66	55	32	38
Grade 7	7	14	72	67	21	19
Grade 8	*	10	*	43	*	48
All Grades	7	8	56	56	37	36

Conclusions based on this data:

1.

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				9				6		18	41		73	53	
1		27		33	36		28	36		17			22		
2	6			35	42		24	17		29	8		6	33	
3				7	19		47	38		33	25		13	19	
4	14	8		29	15		57	46			23			8	
5	10			40	33		30			10	17		10	50	
6				33	54		42	23			23		25		
7	17	30		33	30		33	30		17	10				
8		***		***	***		***								
Total	4	8		28	28		31	25		17	20		19	20	

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	73	85	71
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	73	85	71
Number Met	48	41	45
Percent Met	65.8%	48.2%	63.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	61	28	68	29	65	31
Number Met	18	--	16	10	16	17
Percent Met	29.5%	--	23.5%	34.5%	24.6%	54.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	No	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

School and Student Performance Data

LCFF State Priorities Snapshot

Local Control Funding Formula (LCFF) State Priorities Snapshot
Sacramento City Unified School District

Middle Grade Dropout Counts and Rate

Name	2012-13 All Students	2013-14 All Students	2014-15 All Students
Father Keith B. Kenny		0 0	

Middle Grade Dropout Counts and Rate

Subgroup	Father Keith B. Kenny 2012-13	2013-14	2014-15
American Indian or Alaska Nati		0 0.0	
Asian		0 0.0	
Black or African American		0 0.0	
Filipino		0 0.0	
Hispanic or Latino		0 0.0	
Native Hawaiian or Pacific Isl		0 0.0	
Two or More Races		0 0.0	
White		0 0.0	

Middle Grade Dropout Counts and Rate by Program Status

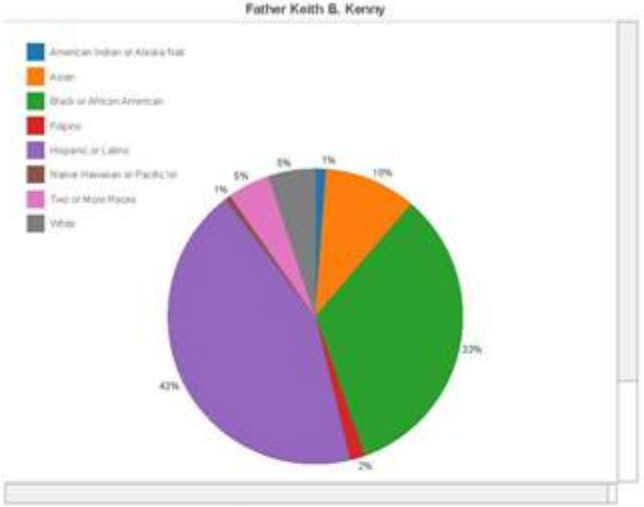
	Father Keith B. Kenny 2012-13	2013-14	2014-15
English Learners		0 0	
Foster Youth		0 0	
Socioeconomically Disadvantage			
Students with Disabilities			

Number and Percent of Students Suspended

Name	All Students 2012-13	2013-14	2014-15
Father Keith B. Kenny	0 1.3	4 0.8	0 1.6

Enrollment by Race/Ethnicity

Father Keith B. Kenny



Enrollment by Program Eligibility

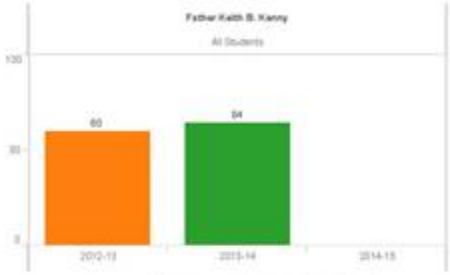
	2012-13 Father Keith B. Kenny	2013-14 Father Keith B. Kenny	2014-15 Father Keith B. Kenny
English Learners	77	88	
Foster Youth		3	
Socioeconomically Disadvantage	313	385	
Students with Disabilities	28	42	

Number and Percent of Students Expelled

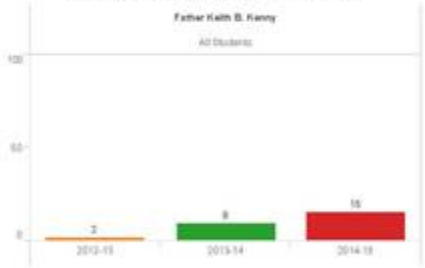
	All Students 2012-13	2013-14	2014-15
Father Keith B. Kenny	0 0.0%	0 0.0%	0 0.0%

Local Control Funding Formula (LCFF) State Priorities Snapshot
Sacramento City Unified School District

Percent of English Learner (EL) Students Who Made Progress Towards English Proficiency



Percent of EL Students Who Were Reclassified



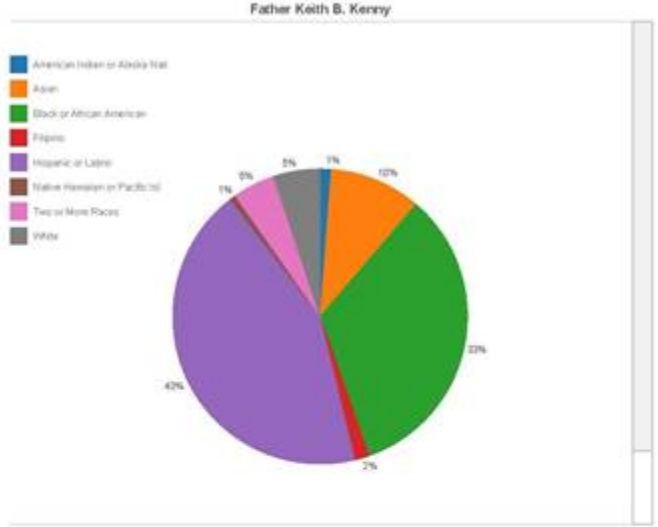
Number and Percent of Students Suspended

	All Students		
	2012-13	2013-14	2014-15
Father Keith B. Kenny	5 1.3	4 0.8	9 1.6

Number and Percent of Students Expelled

	All Students		
	2012-13	2013-14	2014-15
Father Keith B. Kenny	0 0.0%	0 0.0%	0 0.0%

Enrollment by Race/Ethnicity



Enrollment by Program Eligibility

	2012-13	2013-14	2014-15
	Father Keith B. Kenny	Father Keith B. Kenny	Father Keith B. Kenny
English Learners	77	88	
Foster Youth		3	
Socioeconomically Disadvantage	313	306	
Students with Disabilities	29	42	

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time. Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Action 2.1: Students will be provided cleaner, better maintained learning environments. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

1. **All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**

2. **All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**

3. **All students will be taught by highly qualified teachers.**

4. **All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

5. **All students will graduate from high school.**

2017-18 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A	$69,821	0.00
LCFF S/C	$128,504	0.00
Title I Priority Schools	$294,449	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Improve academic achievement in English Language Arts (reading comprehension and writing)
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Summative assessments, common formative assessments, curriculum embedded assessments, CELDT, student work, writing performance tasks, teacher feedback
Findings from the Analysis of this Data:
Data indicates that school must continue to focus on increasing academic achievement in English Language Arts in all grades
How the School will Evaluate the Progress of this Goal:
Teachers/staff will analyze data and monitor student progress at the completion of unit assessments, performance tasks, benchmarks/regular school-wide asssessments and i-Ready diagnostic information
Parent Engagement Activities Related to this Goal:
Home visits, parent conferences, academic parent teacher team meetings, Back to School Night, Open House, family reading night, family math night, family science night, spring musical, School Site Council (SCC) English Learner Advisory Committee (ELAC) meetings, community meetings/discussions, winter holiday concert, Strings Orchestra performances, Art and Music Showcase, school and district letters newsletters and flyers, infinite campus messages
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Continue to develop a culture of believing, high expectations in academics and character as we prepare students for college and career. Daily Literacy Block concentrating on grade level ELA Common Core standards and data driven instruction across content areas • Teachers will provide High Quality First Instruction • Teachers will use a variety of instructional strategies including inquiry based instruction • High quality questions, tasks and texts • Focus on close reading and comprehension with evidence /justification-based reasoning and arguments • Explicitly teach students procedures for summarizing what they read • Provide students with high quality questions and task • Academic Discourse • Balance of informational text and literature • Develop critical thinking skills • Daily opportunity for independent reading • I-Ready Instruction and Practice Provide explicit writing instruction to support the rigorous expectations of the common core • Teach strategies for planning, revising, and editing the writing product • Teach procedures for summary writing	Principal, {Assistant Principal (AP), Teachers, support provided by Prin., AP Teachers, support provided by Prin., AP,	Assistant Principal Principal Diff	Title I Priority Schools LCFF S/C Title I Priority Schools	61527 92290 20749	X All	Administrator Walkthroughs/Feedback Classroom Observations Site Instructional Coordinator Observations Teacher Observations Action Plans Lesson Plans Student work/evidence Assessment Data Common Planning Time Instructional Rounds Data Wise Improvement Process Leadership/Staff Meetings Parent Feedback Baseline Data (K-8) and interim assessments Common, Formative and Summative Assessments Student work/evidence Curriculum Assessments CELDT

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
• Daily Writing Purchase ELA and ELD supplemental instructional materials						
*LCAP GOAL 1.2 Teachers/staff will use academic data and student work to identify student needs and provide supports and interventions Differentiated Instruction to meet student needs Use ELD strategies in teaching Use Student Study Team process to address the academic and social-emotional needs of students Small group intervention/enrichment period	Teachers, support provided by Prin., AP, Instructional aides Instructional Aides		Title I Priority Schools LCFF S/C Title I Part A Title I Priority Schools Title I Priority Schools	 8703.50 58594 58,594 8793.50	X All X English Learner	Student achievement data

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Small group instruction push in and pull out intervention groups for targeted students based in assessment data City Year Focus groups/provide support for targeted focus students Teachers will provide daily ELD instruction with a focus on ELA and ELD standards After school tutoring Continue and training on effective student engagement/motivation strategies Attendance Initiative		After school tutoring Teacher pay per diem	Title I Priority Schools	35207		
*LCAP Goal 1.3 Teachers/staff will focus on summative assessments, formative and common assessments and student work to monitor progress and teaching Weekly Collaborative Time Grade Level meetings Professional Learning Develop/refine knowledge and skills to improve teaching and learning and build staff capacity Focus on common core expertise, ELD best practices for instruction/support and critical thinking skills. Professional learning to acquire new and specialized knowledge and skills to impact	Prin., AP, Teachers, Support Staff	Professional Development Teacher Subs Substitues/Academic Conferances Supplemental Inst Materials Supplemental Inst Materials Supplemental Inst Materials	Title I Priority Schools Title I Priority Schools Title I Part A Title I Part A Title I Priority Schools LCFF S/C	35000 10000 4777 4449 40197 190.	X All	Growth and development in teaching Improvement in academic achievement/data

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
student achievement Academic Conferences to analyze student data, create action plans, plan instruction, review researched best practices and build capacity Collaborative book studies Instructional Rounds/Training Participation in SCUSD Common Core Professional Learning EL Supplemental Instructional Materials Summer Professional Development Continue training on students engagement and motivation strategies						
Hire library Media Tech Purchase additional Instructional Technology to enhance teaching and learning and to produce student work		Library Media Tech Instructional Technology Textbooks Parent Training/Conferences Parent/Training Conferences El Parent Training Conferences Translators Communication Costs	Title I Priority Schools Title I Part A Title I Priority Schools Title I Part A LCFF S/C LCFF S/C LCFF S/C Title I Part A	11036 4000	X All	

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Improve academic achievement in math
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Summative assessments, common formative assessments, curriculum embedded assessments, CELDT, student work, writing performance tasks, teacher feedback
Findings from the Analysis of this Data:
Data indicates that school must continue to focus on increasing academic achievement in math in all grades
How the School will Evaluate the Progress of this Goal:
Teachers/staff will analyze data and monitor student progress at the completion of unit assessments, performance tasks, benchmarks/regular school-wide assessments and i-Ready diagnostic information
Parent Engagement Activities Related to this Goal:
Home visits, parent conferences, academic parent teacher team meetings, Back to School Night, Open House, family reading night, family math night, family science night, spring musical, School Site Council (SCC) English Learner Advisory Committee (ELAC) meetings, community meetings/discussions, winter holiday concert, Strings Orchestra performances, Art and Music Showcase, school and district letters newsletters and flyers, infinite campus messages
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Continue to develop a culture of believing, high expectations in academics and character as we prepare students for college and career. Continue to develop a culture of believing, high expectations in academics and character as we prepare students for college and career. Math Block concentrating on providing grade level Math Common Core standards and data driven instruction. ncrease instruction time devoted to math based on needs • Teachers will provide High Quality First Instruction-Explicit, interactive and implicit • Develop conceptual understanding, procedures skill Teachers will use a variety of instructional strategies • Provide students with high quality questions to develop mathematical thinking • Full implementation of the Standards for mathematical practices-Teach, review, and connect and reinforce • Concepts and procedures • Problems Solving • Academic Discourse • High Quality Tasks • Guided Inquiry • I-Ready Instruction and Practice • Foundational Skills Teachers will guide facilitate academic conversations	Teachers with support of Principal, AP, RT				X All	Administrator Walkthroughs/Feedback Classroom Observations Site Instructional Coordinator Observations Teacher Observations Action Plans Lesson Plans Student work/evidence Assessment Data Common Planning Time Instructional Rounds Data Wise Improvement Process Leadership/Staff Meetings Parent Feedback Baseline Data (K-8) and interim assessments Common, Formative and Summative Assessments Student work/evidence Curriculum Assessments

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Teach students to write explanations/justifications related to problem solving an solutions Purchase Math supplemental instructional materials Professional Learning • Develop and or refine the knowledge and skills to improve teaching and learning to build teachers/staff capacity. Focus Areas Include – Best practices for Math Common Core standards based instruction including standards for mathematical practices • PD to acquire new and specialized knowledge and skills to impact student achievement. • Collaborative books studies • Summer Professional Development • Release time and collaborative days for professional development during school year • Continue training on students engagement and motivation strategies Instructional Rounds Training Staff Travel Conferences Science-Next Generation Science Standards						CELDT
LCAP GOAL 1.2	Teachers with				X All	Student achievement data

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Teachers/staff will use academic data and student work to identify student needs and provide supports and interventions Differentiated Instruction to meet student needs Use ELD strategies in teaching Use Student Study Team process to address the academic and social-emotional needs of students Small group intervention/enrichment period Small group instruction push in and pull out intervention groups for targeted students based in assessment data City Year Focus groups/provide support for targeted focus students Teachers will provide daily ELD instruction with a focus on ELA and ELD standards After school tutoring Continue and training on effective student engagement/motivation strategies Attendance Initiative	support of Principal, AP, RSP	Supplemental Materials Tutoring Teacher pay-Per Diem	LCFF S/C Title I Priority Schools		X English Learner	
*LCAP Goal 1.3 Teachers/staff will focus on summative assessments, formative and common assessments and student work to monitor	Teachers with support of Principal, AP,	Professional Development Services PD	Title I Priority Schools Title I Part A			Growth and development in teaching, and Improvement in academic

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
progress and teaching Weekly Collaborative Time Grade Level meetings Professional Learning Develop/refine knowledge and skills to improve teaching and learning and build staff capacity Focus on common core expertise, ELD best practices for instruction/support and critical thinking skills. Professional learning to acquire new and specialized knowledge and skills to impact student achievement Academic Conferences to analyze student data, create action plans, plan instruction, review researched best practices and build capacity Collaborative book studies Instructional Rounds/Training Participation in SCUSD Common Core Professional Learning EL Supplemental Instructional Materials Summer Professional Development Continue training on students engagement and motivation strategies	PD (Outside Provider) PD Teachers with support of Principal, AP, RT	Travel & Conference Fees	LCFF S/C			achievement/data

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Maintain a welcoming, engaging, safe, loving and enriching school environment that builds efficacy, a growth and development mindset and social emotional skills to enhance student success in school and in life.
District/LCAP GOAL:
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning. Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities project based learning extended extracurricular and expanded learning program involvement.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Student achievement, attendance, and behavior data; student and parent surveys; teacher, student and parent feedback
Findings from the Analysis of this Data:
KBK must continue to develop a strong efficacy/growth mindset in students and staff and must teach and develop character and social emotional skills that are critical to thriving in school, college, career and life.
How the School will Evaluate the Progress of this Goal:
Student achievement, attendance, and behavior data; student and parent surveys: teacher, student and parent feedback
Parent Engagement Activities Related to this Goal:
Home visits, parent conferences, academic parent teacher team meetings, Back to School Night, Open House, family reading night, family math night, family science night, spring musical School Site Council (SCC) English Learner Advisory Committee (ELAC) meetings, community meetings/discussions, winter holiday concert, Strings Orchestra performances, Art and Music Showcase, school and district letters newsletters and flyers, infinite campus messages
For Schools in Program Improvement, please indicate year 1 2 3 4 5 **For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).**

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
LCAP 2.2 2.3 Teacher will provide instruction in Efficacy *Efficacy /Growth Mindset Model *Social Emotional Learning/Second Step All teachers will implement the Second Step Curriculum Student Participation in anti violence, ant drugs and anti bullying progress and other programs to increase positive social skills, conflict management skills and positive peer interactions Mentoring/Reading Groups-including Shine and Roberts Family developmentShine Student Leadership Opportunities Healthy Start social worker to provide services to students and families and connect them with needed social services Awards and Recognition Assemblies for student success/improvement , citizenship and attendance Educational Field Trips	Teachers with support of Principal, AP,	Efficacy Instructional Materials Culturally Responsive Teaching PD Field Trips Awards for recognition assemblies HS Social Worker Transportation	Title I Priority Schools Title I Priority Schools LCFF S/C LCFF S/C Title I Priority Schools	4000 4000 11293 1500	X All	Monitor Positive Behaviors that impact learning - improved student engagement, responsibility, and increased focus on learning and effective effort Monitor attendance, referral, suspension, and positive behavior data Monitor parent engagement and attendance at workshops and school events Use student, parent and staff surveys
LCAP 2.2 2.3 School Arts Program Participate in the Kennedy Center for the Performing Arts "Any Given Child" Arts Program	Teachers with support of Principal, AP,	Supplemental Art Supplies Per diem music/art instructor	Title I Part A LCFF S/C	8,703.50	X All	Participation, engagement and impact on learning through improved engagement, academics, attendance, critical

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Scholars Marching Band (Per diem for instructor) Purchase supplies and materials for arts integration/experiences Music Books, instruments, arts instructor (s) Participate in DRIVE 4 Arts (Arts Grant Program) Integrate Service/Project based learning Use technology to enhance and support teaching and learning and to produce student work. Participate in Overture Strings Program. Overture is a collaboration with the Sacramento Youth Symphony, Sacramento State String Project and SCUSD and is designed to empower students and their families through music. Inspired by the El Sistema movement from Venezuela, Overture is a program of social change through music Participate in Link Up In partnership with the Carnegie Hall's Link Up National program and the Sacramento Philharmonic Orchestra, teachers participate in professional learning designed to teach recorders to students using the Carnegie Hall Curriculum Health Screenings Physical Education/Sports Activities						thinking,connection to school Develop critical thinking, creativity, communication and collaboration in education

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Oratorical Contest STEM Activities Youth Conferences College and career instruction and field trips MASTERS afterschool program						
*LCAP Goal 3 Home Visit Project and Academic Parent Teacher Team Workshops to build relationships and support learning at home Maintain Parent Resource Center to engage, support and provide leariing opportunities for parents Parent Conferences/Trainings Family Nights (see parent engagement and partnership activities) Translation service will be provided as needed Establish and maintain quality communication with parents- monthly school newsletters, class newsletters, flyers, connect-ed messages, phone calls, letters, meetings/forums.. Provide varied opportunities for volunteering School Site Council (SSC)/English Learner	Principal, AP, KBK Staff	Teacher Paid through HVP Parent Involvement Parent Involvement Parent Involvement Parent Involvement Communication Costs Noon/Breakfast Duty/Monitor Noon/Breakfast Duty/Monitor	N/A Title I Part A LCFF S/C Title I Part A N/A LCFF S/C Title I Priority Schools LCFF S/C	1901 700 100 1000 3845.5 1624	X All	Stronger home school relationships and parent engagement Monitor Positive Behaviors that impact learning- engagement, responsibility, increased focus on learning and effective effort Monitor attendance, referral, suspension, and positive behavior data Provide assistance to parents that impact student success Monitor parent

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Advisory Committee (ELAC)						engagement and attendance at workshops and school events Use student, parent and staff surveys
Principal's Breakfast with Parents Community Meetings Family Reading Night Family Math Night Science Fair Oratorical Contest Career Day School Performances Award Assemblies August/New Parent Orientation First Day of School Parent Breakfast Fitnesss and Ntutrition Day Spirit Days/Weeks Bullying Prevention Assemblies Career Day Science Fair Say No to Drugs Open House Back to school Night No One Eats Alone E Violence Prevention Shine /Girls Mentoring Program Continue work with our community friends/partners- Center of Praise Church St. Paul Baptist Church Sacramento Links Inc Sacramento Smile					X All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Center for Father and Families Roberts Family Development Center Way Up Sacramento Assistance League of Sacramento Vision 2000 Bayside Community Church E-49 Committee Operation School Bell Sacramento Kings City Year AT&T St. Hope						

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF S/C	128,504.00
Title I Part A	69,821.00
Title I Priority Schools	294,449.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	454,107.00
Goal 3	38,667.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gail Johnson	X				
Felicia Thomas Hill			X		
Sheila Page		X			
Nathalie Demaso		X			
Vilma Morales		X			
Jerenais Yacarogovinka				X	
Noemi Calderon				X	
Nicole Thrower				X	
Thomas Harden				X	
Clifton Carly				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Staff	Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on March 27, 2017.

Attested:

Gail Johnson		
Typed Name of School Principal	Signature of School Principal	Date
Clifton Carley		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation – REQUIRED Spring 2018

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation
Limited or ineffective professional development to support implementation
Lack of effective follow-up or coaching to support implementation
Not implemented with fidelity
Not appropriately matched to student needs/student population
Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan
Continuing it with the following modifications:

Recommendations and Assurances

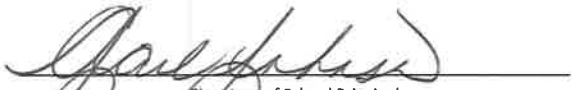
The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
X	Other committees established by the school or district (list): Staff	Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on Feb. 10, 2015.

Attested:

Gail Johnson		6/14/17
Typed Name of School Principal	Signature of School Principal	Date
Clifton Carley		6/14/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date