

The Single Plan for Student Achievement

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 .

Sacramento City Unified School District

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, efficacious, safe, loving and that inspires lifelong learning.

School and Student Performance Data

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	814	776	778
African American	803		
American Indian			
Asian	854		
Filipino			
Hispanic	813		
Pacific Islander			
Socioecon Disadvantaged	813		
English Learners	814		
Students w/ Disabilities	754		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year:

Percent Proficient	ELA	Math	PI
Schoolwide			
African American			
PIAmerican Indian			
Filipino			
Hispanic			
Pacific Islander			
Socioecon Disadvantaged			
English Learners			
Students w/ Disabilities			

Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	7	7	47	1	7	6	40	15
1	3	16	10	53	5	26	1	5			19
2			2	13	4	27	8	53	1	7	15
3			2	29	4	57			1	14	7
4	1	8	4	33	5	42	1	8	1	8	12
5			5	36	7	50	1	7	1	7	14
6			4	50	4	50					8
8	*****	***	*****	***							*****
Total	5	5	35	36	36	37	12	12	10	10	98

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

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	51	51	51	51	51
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	51	60	10		
# Met AMAO	36	22	--		
% Met AMAO	70.6%	36.7%	--		

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	62	62	62	62	62
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	62	66	11		
# Met AMAO	37	21	--		
% Met AMAO	59.7%	31.8%	--		

Title III	2013 - 2014				
-----------	-------------	--	--	--	--

	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	73	73	73	73	73
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	73	61	28		
# Met AMAO	48	18	--		
% Met AMAO	65.8%	29.5%	--		

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	814		814		813			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%								
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas								
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year								
		% increase in exemptions: ELA (3%, 2%)								
		% increase in exemptions: Math (2%, 3%)								
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks								
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		10.20%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	96.41%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	0.8							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			9.1%					
	API	Maintain: ALL, EL, SES until API is revised	814		814		813			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

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.
--

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.

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.

2014-15 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	\$94,079	0.00
LCFF LEP	\$21,326	0.00
LCFF F/R	\$120,594	0.00
Title I: Assistance to Schools (Priority Schools)	\$331,984	0.00

Planned Improvements in Student Performance

School Goal #1

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.
SCHOOL GOAL #1:
Increased academic achievement in English Language Arts (reading comprehension and writing)
Data Used to Form this Goal:
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 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: How does this goal address the school's program improvement issues?

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 Sub Group	
<p>Teachers will provide High Quality First Instruction</p> <p>Continue to develop a culture of believing, high expectations and excellence in academics and character as we prepare our scholars for college and career</p> <p>Literacy Block with focus on grade level ELA Common Core and data driven instruction across content areas</p> <p>*Focus on close reading of text and comprehension with evidence/justification-based reasoning and arguments</p> <p>*Focus on informational text and literature</p> <p>*Develop critical thinking and higher order thinking/depth of knowledge skills in students</p> <p>*Use of text dependent questions</p> <p>Collaborative conversations</p> <p>Teacher will provide direct and explicit instruction in writing</p> <p>Opportunities for guided practice, whole group and independent writing-</p> <p>Writing focus- opinion pieces, informational/explanatory texts, narratives and research projects</p> <p>Use Data Wise and Action Research to determine the learning centered problem and problem of practice</p> <p>Teachers/staff will focus on common</p>	<p>Principal, {Assistant Principal (AP) Site Instruction Coordinator (SIC)</p> <p>Teachers, support provided by Prin., AP, SIC</p>	<p>Assistant Principal</p> <p>Site Instruction Coordinator</p> <p>Principal Diff</p> <p>Supplemental Materials</p>	<p>Title I: Assistance to Schools (Priority Schools)</p> <p>Title I: Assistance to Schools (Priority Schools)</p> <p>Title I: Assistance to Schools (Priority Schools)</p> <p>Title I Part A: Allocation</p>	<p>144,562</p> <p>129,425</p> <p>19,506</p> <p>54,868</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>Administrator Walkthroughs/Feedback</p> <p>Classroom Observations</p> <p>Site Instructional Coordinator Observations</p> <p>Teacher Observations</p> <p>Action Plans</p> <p>Lesson Plans</p> <p>Student work/evidence</p> <p>Assessment Data</p> <p>Common Planning Time</p> <p>Instructional Rounds</p> <p>Data Wise Improvement Process</p> <p>Leadership/Staff Meetings</p> <p>Parent Feedback</p> <p>Baseline Data (K-8) and interim assessments</p> <p>Common, Formative and Summative Assessments</p> <p>Student work/evidence</p> <p>Curriculum Assessments</p> <p>CELDT</p>

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 Sub Group	
<p>formative and summative assessments and student work to monitor student progress and make instructional decisions</p> <p>Teachers will meet at scheduled common planning time to share and analyze student writing</p> <p>Full-day kindergarten to provide extended learning opportunities and develop strong foundational skills in literacy.</p> <p>Teachers will meet at scheduled common planning time to share and analyze student writing</p> <p>Implement Common Core ELA Standards across content areas</p>						
<p>*LCAP GOAL 1.2</p> <p>Teachers will provide daily ELD instruction with a focus on ELA and ELD standards</p> <p>Daily small group intervention/enrichment period</p> <p>Small group intervention pull out program for targeted students (based on assessment data)</p> <p>Bi lingual Aide</p> <p>Differentiated instruction to meet student need</p> <p>Teachers will use student engagement</p>	Teachers, support provided by Prin., AP, SIC	<p>Bi lingual Aide</p> <p>After school tutoring</p>	<p>LCFF LEP</p> <p>LCFF F/R</p>	<p>15351</p> <p>14800</p>	<p>EL</p> <p>All</p>	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 Sub Group
<p>strategies to increase students' active learning</p> <p>Provide opportunities for guided practice, whole group and independent writing</p> <p>Use Student Study Team process to address the academic and social-emotional needs of students</p> <p>After school tutoring/Saturday School for targeted students</p> <p>Focus effective student engagement strategies</p> <p>Attendance Initiative</p>						
<p>*LCAP Goal 1.3</p> <p>Common Planning Time/Professional Development to train and develop knowledge and skills to improve teaching and learning and build capacity</p> <p>Develop deeper growth and development of skills needed to effectively and confidently provide common core based instruction</p> <p>Ongoing professional learning to acquire new and specialized knowledge and skills to improve teaching and learning and impact student achievement</p> <p>Collaborative book studies</p> <p>Staff travel/conferences</p>	Prin., AP, SIC, Teachers	<p>Professional Development</p> <p>Travel & Conferences fees</p> <p>Substitues</p> <p>Professional Development ELD Standards</p> <p>Supplemental Instructional Materials</p>	<p>LCFF F/R</p> <p>Title I: Assistance to Schools (Priority Schools)</p> <p>LCFF F/R</p> <p>LCFF LEP</p> <p>LCFF LEP</p>	<p>25000</p> <p>950</p> <p>5000</p> <p>2282</p> <p>2693</p>	EL	<p>Growth and development in teaching</p> <p>Improvement in academic achievement/data</p>

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 Sub Group	
<p>Academic Conferences to analyze student data, create action plans, plan instruction, review researched best practices and build capacity</p> <p>Participate in Instructional Rounds</p> <p>Follow up professional development on ELD standards</p> <p>Participation in SCUSD Common Core Professional Learning (ELA Common Core leadership team)</p> <p>EL Supplemental Instructional Materials</p>						
<p>Hire library Media Tech</p> <p>Instructional Technology to enhance teaching and learning and to produce student work</p>		<p>Library Media Tech</p> <p>Instructional Technology</p> <p>Parent Training/Conferences</p> <p>Parent/Training Conferences</p> <p>El Parent Training Conferences</p> <p>Translators</p> <p>Communication Costs</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>LCFF F/R</p> <p>LCFF LEP</p> <p>LCFF LEP</p> <p>Title I Part A: Allocation</p>	<p>11439</p> <p>2000</p> <p>2500</p> <p>1000</p> <p>500</p> <p>500</p> <p>386</p>	<p>All</p> <p>All</p>	

Planned Improvements in Student Performance

School Goal #2

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.
SCHOOL GOAL #2:
Increased academic achievement in math
Data Used to Form this Goal:
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: How does this goal address the school's program improvement issues?

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Teachers will provide High Quality First Instruction</p> <p>Provide Mathematical Content Standards and data driven instruction</p> <p>Develop conceptual understanding, procedural skill and fluency, and application</p> <p>Focus developing students deeper understanding and use of the eight standards for mathematical practices and the mathematical content standards</p> <p>*Make sense of problems and persevere in solving them</p> <p>*Reason abstractly and quantitatively</p> <p>*Construct viable arguments and critique the reasoning of others</p> <p>*Model with mathematics</p> <p>*Use appropriate tools strategically</p> <p>*Attend to precision</p> <p>*Look for and make use of structure</p> <p>*Look for and express regularity in repeated reasoning</p> <p>Teach students to write explanations and or justification related to problem solving</p> <p>Teachers/staff will focus on common formative and summative assessments to make instructional decisions, track student progress and meet student needs</p> <p>Teachers wil guide Constructive Conversations</p>	<p>Teachers with support of Principal, SIC, AP</p>				<p>Administrator Walkthroughs/Feed back</p> <p>Classroom Observations</p> <p>Site Instructional Coordinator Observations</p> <p>Teacher Observations</p> <p>Action Plans</p> <p>Lesson Plans</p> <p>Student work/evidence</p> <p>Assessment Data</p> <p>Common Planning Time</p> <p>Instructional Rounds</p> <p>Data Wise Improvement Process</p> <p>Leadership/Staff Meetings</p> <p>Parent Feedback</p> <p>Baseline Data (K-8) and interim assessments</p> <p>Common, Formative and Summative Assessments</p> <p>Student work/evidence Curriculum</p>

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 Sub Group	
						Assessments CELDT
<p>*LCAP GOAL 1.2</p> <p>Teachers will use a variety of instructional strategies to meet student needs</p> <p>Daily small group intervention/enrichment period</p> <p>Small group intervention pull out program for targeted students (based on assessment data)</p> <p>Differentiated instruction</p> <p>Engagement strategies to increase students' active learning</p> <p>Use Student Study Team process to address the academic and social-emotional needs of students</p> <p>After school tutoring/Saturday School for targeted students</p> <p>Attendance Initiative</p> <p>Family Math Night</p>	Teachers with support of Principal, SIC, AP	<p>Supplemental Materials</p> <p>Tutoring/Saturday School</p> <p>Teacher pay-Per Diem</p> <p>Adult Ed, KBK Staff</p>	<p>LCFF F/R</p> <p>LCFF F/R</p>	<p>42448</p> <p>14800</p>	<p>All</p> <p>All</p> <p>All</p>	Student achievement data
<p>*LCAP Goal 1.3</p> <p>CPT/PD will continue to develop knowledge and skills to improve teaching</p>	Teachers with support of Principal, SIC, AP	Professional Development Services	Title I: Assistance to Schools (Priority Schools)	20000	All	Growth and development in teaching, and

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>and learning and build capacity</p> <p>Ongoing professional learning in Math to acquire new and specialized knowledge and skills to improve teaching and learning, build capacity and impact student achievement</p> <p>Annual Summer PD</p> <p>Staff travel/conferences</p> <p>Academic Conferences will be held to analyze student math data, create action plans, plan instruction, review researched best practices and build capacity</p> <p>Instructional Rounds</p> <p>Participation in SCUSD Common Core Professional Learning (Math Common Core Leadership Team)</p>	<p>PD (Outside Provider)</p> <p>PD (Site, district provider)</p> <p>Teachers with support of Principal, SIC, AP Teachers</p>	<p>PD</p> <p>Travel & Conference Fees</p>	<p>Title I Part A: Allocation</p> <p>LCFF F/R</p>	<p>20000</p> <p>784</p>	<p>Improvement in academic achievement/data</p>

Planned Improvements in Student Performance

School Goal #3

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.
SCHOOL GOAL #3:
Maintain a welcoming, engaging, safe, 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.
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 an efficacy/growth mindset in students 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: How does this goal address the school's program improvement issues?

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 Sub Group	
LCAP 2.2 Teacher will provide instruction in Efficacy *Efficacy /Growth Mindset Model *Social Emotional Learning/Character Education Mentoring Groups 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	Teachers with support of Principal, SIC, AP	Efficacy Instructional Materials Social Emotional Curriculum Culturally Responsive Teaching PD (Review) Parent Workshops Suppleme Awards for recognition assemblies HS Social Worker	Title I: Assistance to Schools (Priority Schools) Title I: Assistance to Schools (Priority Schools) LCFF F/R	4000 13541 9984	All All All 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 Arts Integration Participate in the Kennedy Center for the Performing Arts "Any Given Child" Arts Program Sacramento Youth Symphony's Strings Orchestra Program	Teachers with support of Principal, SIC, AP, district support	Supplemental Art Supplies	Title I Part A: Allocation	2886	All	Participation, engagement and impact on learning through improved engagement, academics, attendance, critical thinking,connection to school

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
<p>Scholars Marching Band (Per diem for instructor)</p> <p>Purchase supplies and materials for arts integration/experiences Music Books, instruments, art and music instructor</p> <p>Participate in DRIVE 4 Arts (Arts Grant Program)</p> <p>Develop a civics/leadership component for the middle school program</p> <p>Integrate Service/Project based learning</p> <p>Use technology to enhance and support teaching and learning and to produce student work.</p> <p>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</p> <p>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</p>					<p>Develop critical thinking, creativity, communication and collaboration in education</p>

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 Sub Group	
Physical Education/Sports Activities Oratorical Contest 100 Black Men Robotics Team 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 Parent Resource Center to engage, support and provide learning opportunities for parents Hire Community Liaison 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..	Principal, SIC, AP, KBK Staff, Community Liaison	Teacher Paid through HVP Community Liaison 0.25 Communication Costs	N/A LCFF F/R LCFF F/R	6278 500	All 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

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Provide varied opportunities for volunteering School Site Council (SSC)/English Learner Advisory Committee (ELAC)					Monitor parent 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 Fitness and Nutrition Day Spirit Days/Weeks Bullying Prevention Assemblies Career Day Science Fair Say No to Drugs Open House Back to school Night Work with our community friends/partners- Center of Praise Church St. Paul Baptist Church 100 Black Men of Sacramento Always Knocking, Inc. Sacramento Smile					

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Jack and Jill of Sacramento Roberts Family Development Center Way Up Sacramento Assistance League of Sacramento Center for Fathers and Families Sacramento Links Organization Bayside Community Church E-49 Committee Operation School Bell Sacramento Kings AT&T					

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	120,594.00
LCFF LEP	21,326.00
Title I Part A: Allocation	94,079.00
Title I: Assistance to Schools (Priority Schools)	331,984.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	432,762.00
Goal 2	98,032.00
Goal 3	37,189.00

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				
Alphonso :Powell			X		
Sheila Page		X			
Nathalie Demaso		X			
Vilma Morales		X			
Nicole Keller				X	
Noemi Calderon				X	
Virgil Wilson				X	
Thomas Harden				X	
Clifton Carly				X	
Kalei Xiong				X	
Helena Forrester			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.

Annual Evaluation – REQUIRED Spring 2016

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) 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

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):
Staff

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on Feb. 10, 2015.

Attested:

Gail Johnson

Typed Name of School Principal


Signature of School Principal

2-17-15
Date

Clifton Carley

Typed Name of SSC Chairperson


Signature of SSC Chairperson

2-17-15
Date