West Contra Costa Unified School District
Kensington Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Contact Person:	**Judith Sanders**
Principal:	**Judith Sanders**
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BOARD OF EDUCATION
2017 - 2018

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan.

   X English Learner Advisory Committee

   X Other ***(list)***
   AASAT

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan 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 school plan was adopted by the school site council on: **June 15, 2017**.

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Judith Sanders		
Typed name of school principal	Signature of school principal	Date
Tracy Siira		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Kensington Elementary School
2017 - 2018
School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Term ends on:	Identify Chair Person:
Parent/Community Members			
#1	**Kerry Sylvester**	**9/18**	
#2	**Catherine Boardman**	**9/19**	
#3	**Derek Suring**	**9/18**	
#4	**Tracy Siira**	**9/19**	**X**
#5	**Nicole Joyner**	**9/18**	
School/Other Members			
Tchr #1	**Susan Billings**	**9/19**	
Tchr #2	**Rory O'Connor**	**9/19**	
Tchr #3	**Jim Aiken**	**9/19**	
Other	**Anne Forrest**	**9/19**	
Principal	**Judith Sanders**		

Membership Composition:

Elementary (10 total)
1 Principal
3 classroom teachers
1 other school staff
5 parents/community members

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision, initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts.

WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

Improve Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

Support the Whole Child Socially and Emotionally: For students to achieve at high academic levels, schools, families, and communities must focus on the child's social, emotional, physical and behavioral health, as well as the acquisition of academic skills.

Involve All Stakeholders: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning.

Ensure All WCCUSD Students Are College and Career-Ready: Students can demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose, and discipline, comprehend as well as critique, value evidence, use technology and digital media strategically and capably, and understand other perspectives and cultures.

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas: Student Achievement, Student Engagement, Other Critical Student Outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core State Standards, and Course Access.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities and actions which are designed to continually address and support the district LCAP goals.

As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students.

Please read on to learn about Kensington Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

Teaching and Learning:
IF we provide our students with experiential learning opportunities
THEN Our students will be able to become self-directed, independent learners
Areas of Focus:
Connect classroom learning to nature, art, music, environmental stewardship, human interactions, etc.
Continue our enrichment offerings to ensure opportunities for exploration, independent learning, study trips, etc.

Teaching and Learning:
IF all teachers implement sequentially aligned curricula and instructional practices (TCRWP and lesson study in math)
THEN All students will see growth in core academic skills
Areas of Focus:
Continue training for all teachers in implementation of TCRWP and lesson study in math
Provide opportunities for teachers to spend time in each other's classrooms to become familiar with the sequential and coherent nature of the work we are implementing

Student Culture and Climate:
IF we explicitly teach skills of self regulation (e.g. Toolbox) across our school community
THEN Students will be more available for academic instruction
Area of Focus:
Adopt a universal language and common practices that are communicated to all students and parents

Adult Learning and Collaboration:
IF we work collaboratively in grade-level and cross grade-level teams dedicated to lesson planning, analyzing student work, and building capacity of our teachers
THEN All teachers will provide instruction for all students using rigorous, relevant, and engaging common core-aligned lessons
Areas of Focus:
Promote a culture of learning, collaboration, and constant adaptation
Provide opportunities for collaborative work time dedicated to examination of student work and teacher practice

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

		Choose one task management option for each step		
	Task	**SSC Actively Involved in Task**	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **Review SBAC data along with principal and teaching faculty**	**or**	Process:
Step 2	Gather input from (check all that apply) **X** ELAC Others	Process:	**or**	Process: **ELAC has delegated oversight to the SSC (14/15, 15/16, 16/17)**
Step 3	SPSA strategies development	Process:	**or**	Process: **Input from faculty during faculty and ILT meetings**
Step 4	Budget development	Process: **Principal with assistance of Ed. Services and input from SSC members and faculty**	**or**	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	**or**	Process: **Faculty and principal with assistance from SSC**

System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	Data Reviewed	Concern/Strength *Determine if data results indicate an area of growth school wide or an area of concern/need*	Description of Findings (400 character max) *Provide a brief description of what the data shows/implications for instruction*
Academic Data			
Choose 3	Accelerated Reader/Star Reading: **STAR Reading**	Area of concern **X**Area of strength	**Ongoing monitoring of student progress allows us to provide interventions as needed.**
	Benchmarks: **TCWP writing benchmarks**	Area of concern **X**Area of strength	**Student writing is meeting grade-level benchmarks and benchmark data shows that all teachers are systematically teaching writing**
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT: **Writing section of CELDT**	Area of concern **X**Area of strength	**Students are being reclassified earlier due to improved writing scores. 13 students were reclassified during the 2016-17 school year.**
	Grade Count: (Secondary Only)	Area of concern Area of strength	
	GPA: (Secondary Only)	Area of concern Area of strength	
	Credits Earned: (Secondary Only)	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: **District attendance data**	Area of concern **X**Area of strength	**We consistently meet 97% ADA each month**
	Suspension **Suspension data**	Area of concern **X**Area of strength	**We have had no suspensions this year and our referral data from the playground and from classrooms shows decreased referrals**
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
English Language Arts	In June 2016, 78% of students in grades 3-5 scored Met or Exceeded on Writing Benchmark 3	In June 2018, 100 % of students in grades 3-5 will score Met or Exceeded on TCWP Writing Benchmark 3	English Learners and low-income students	TCWP on-demand post assessment writing benchmark 3	1. Improve student achievement for all students and accelerate student leaning increases for English Learner and and low income students	Increase SBAC ELA proficiency

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Purchase Teachers College Writing materials and other materials and supplies for students and teachers	June 2017	2365	LCFF
2	Arrange for collaborative training from Teachers College	June,, 2017		
3	Schedule 5 days of PD with Madera and Harding teachers from TC trainers	September 30, 2017		
4	Plan school-wide writing focus celebration	November 30, 2017		
5	Implement four units from the Writing Project at each grade level and agree to beginning and ending dates for each unit	May 2017		
6	100% of teachers will implement the narrative, information, and opinion units of the Teachers College Writing Project evidenced by shared writing samples and pre- and post-assessment data.	Ongoing		
7	Teachers will meet three times during the year to plan and collaboratively score writing. A schedule will be agreed to by all faculty.	September, 2017	2388	LCFF
8	Purchase materials and supplies for students	Ongoing	232	LCFF

Student Achievement

Mathematics

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
Mathematics	82% of 3rd-6th grade students scored met or exceeded standards as measured by SBAC assessment, administered in spring of 2017	By June 2018, 100% of 3rd-6th grade students will score met or exceeded standards as measured by the SBAC assessment	All	SBAC assessments; math interim assessments	Accelerate student learning increases for ELL and low-income students.	Increase SBAC math proficiency

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Purchase Lesson Study books and materials	August 2017	500	LCFF
2	Provide collaboration time for teachers to plan lessons with grade-level or cross-grade level colleagues	August 2017	500	LCFF
3	Provide released time for teachers to observe lessons in one another's classrooms and then meet and collaborate in teams to revise lessons	May 2018	2890	LCFF
4	REACH teachers will work with grade-level or cross grade-level teams on lesson study and number talks	ongoing		

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
English Language Development (ELD)	59% of Kensington English Learner students scored lower on the Writing section of the CELDT than on their Overall score	100% of our EL students will improve their writing score on the CELDT/ELPAC by at least one level when comparing the 2016-17 and 2017-18 CELDT/ELPAC assessment scores.	English Learners	annual CELDT/ELPAC assessment	1.2 Accelerate student learning increases for ELL and low income students	Increase EL reclassification rate

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Identify English Learners in each classroom	September 2017		
2	Hire Ann Manheimer as an ELD intervention teacher to meet with English Learners demonstrating need 1-2 times each week to work on strengthening key writing skills.	September 2017 continuing throughout the year	9653	LCFF
3	Purchase needed materials for ELD intervention and writing instruction	November 2017	300	LCFF
4	100% of teachers will implement the narrative, information, and opinion units of the Teachers College Writing Project as evidenced by shared writing samples and pre- and post-on demand assessments.	June 2018		

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
African American	Continue to narrow the achievement gap between AA students and White and Asian students. Currently ?% of our AA students met or exceeded standards in ELA and ?% of our AA students met or exceeded standards in math on the SBAC tests given in spring of 2016..	Monitor achievement of AA students as demonstrated by SBAC assessments as well as STAR Reading assessments and Writing benchmark assessments; provide intervention for those students who are not meeting standards. Our goal is that 100% of AA students will meet or exceed standards in ELA and Math.	African American	SBAC, Benchmarks, STAR Reading	1 Improve student achievement for all students	Increase ELA and math proficiency

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Review results of SBAC assessments and disaggregate by ethnicity	August 2017		
2	Review results of STAR reading assessments and disaggregate by ethnicity	October 2017		
3	Target individual African American students who are not meeting standards	October 2017		
4	Review benchmark assessments for African American students	November 2017		
5	Ensure that parents of African American students attend parent/teacher conferences in November	November 2017		
6	Monitor STAR interim assessments and benchmark assessments	March 2018		

Student Achievement

Attendance

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
Attendance	Currently we average above 97% monthly ADA and we need to continue to monitor monthly attendance statistics to maintain that high level.	When reviewing attendance data for each month during the 2017-18 school year, our % ADA for each month will continue to exceed 97%.	All students	District attendance percentages	Accelerate student learning for low-income and ELL students	All schools will maintain 95% or above attendance rate.

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Publish attendance expectations in Thursday Packet letter	September 2017		
2	Monitor A2A data	October 2017 and ongoing		
3	Monitor independent study paperwork	November 2017		
4	Review attendance expectations in Thursday Packet letter	January 2018		
5	Review attendance data at monthly SSC meetings	Ongoing		

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
School Climate	Need to reduce conflict after recess and decrease lost instructional time and office referrals. During the school year 2016-17, 20 students were referred to the office for disruptive behavior.	By the end of the first trimester we will reduce recess conflict by 25% as measured by office referrals and Peer Mediator mediation forms by centralizing activities and equipment. Rules and procedures will be posted and implemented (Playworks).	All	Reduced recess conflict will be evidenced by teacher observation, peer mediator conflict forms, and a reduction in office referrals.	Improve student engagement and climate outcomes	Increase positive climate and safety and decrease suspension rate.

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Make and post playground rules and rules for specific games	August 2017		
2	Centralize equipment for recess games	August 2017		
3	Hold Playworks training for staff	October 2017		
4	Train peer mediators	October 2017		
5	Start Junior Coach program under the leadership of Playworks staff; choose and train junior coaches	November 2017		
6	Monitor office referrals	ongoing		

Student Achievement

Parent Involvement

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	**6. District LCAP Goal**	**7. Annual Measurable Outcome**
Parent Involvement	Increased participation in parent education opportunities will give parents tools to enable them to support their students in academic areas	A parent education event will be planned by February 2018 to give parents tools that can be used to support their students to be successful in grade-level standards. At least 25% of parents will attend.	All	RSVP forms will be provided on flyers that will go out in the Thursday Packet and will be sent home in hard copy to all students. Sign in sheets will be provided the night of the event. A feedback form will be provided at the end of the event.	Increase parent and community engagement, involvement and satisfaction	Increase parent responses on California School Parent Survey

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Discuss possibilities for parent education night at SSC meeting	October 2017		
2	Contact possible presenters and schedule event	November/December 2017		
3	Send flyers home and collect RSVPs	December 2017		
4	Hold event and get feedback forms returned	February 2018		

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	18828	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	18,828.00

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- **Staff development,** selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Early Learning:** Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs

- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

    - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
    - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
    - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
    - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.