

West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

KENSINGTON ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Judy Sanders
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2018 - 2019

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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:

Instructional Leadership Team, School Site Council

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 Control Accountability 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: May 9, 2018
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Judith Sanders

Typed name of school principal

Signature of school principal

5/9/2018

Date

Kerry Sylvester

Typed name of SSC Chair

Signature of SSC Chair

5/9/2018

Date

Elementary 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	Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members				
Parent #1	Derek Suring		6/2019	
Parent #2	Kerry Sylvester		6/2018	X
Parent #3	Nicole Joyner		6/2018	
Parent #4	Catherine Engberg-Boardman		6/2019	
Parent #5	Tracy Siira		6/2018	
School/Other Members				
Teacher #1	Susan Billings		6/2020	
Teacher #2	Virginia Morris		6/2020	
Teacher #3	Rory O'Connor		6/2020	
Other	Anne Forrest		9/2019	
Principal	Judith Sanders			

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

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:

Task		Choose one task management option for each step		
		SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze local assessment data	Process:	or	Process:
				Grade-level teams, instructional leadership team, intervention team
Step 2	Gather input from	Process:	or	Process:
				ILT, principal
Step 3	SPSA strategies development	Process:	or	Process:
				Faculty, ILT, principal
Step 4	Budget development	Process:	or	Process:
				Faculty, ILT, principal
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				Principal, ILT, staff

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and 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.

WCCUSD LCAP GOALS

- Goal 1: Improve Student Achievement**
- Goal 2: Improve Instructional Practice**
- Goal 3: Increase Parent and Community Engagement and Involvement**
- Goal 4: Improve Student Engagement and School Climate Outcomes**
- Goal 5: Provide Basic Services to All Students**

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

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 our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Kensington 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:	
<ul style="list-style-type: none"> ● Connect classroom learning to nature, art, environmental stewardship, music, human interactions ● Strengthen our enrichment offerings to provide space for exploration, independent learning, field trips, etc. 	

2018-2019 Theory of Action
Kensington School

Teaching and Learning: IF all teachers do their part in implementing sequentially aligned curricula and instructional practices (TCRWP and number talks in math)	THEN All students will see growth in core academic skills
Areas of Focus:	
<ul style="list-style-type: none"> ● Continue training for all teachers in implementation of TCRWP and lesson study math ● Provide opportunities for teachers to spend time in each other's classrooms (learning walks and instructional rounds) to become familiar with the sequential 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:	
<ul style="list-style-type: none"> ● Adopt a universal language and common practices that are communicated to all students and parents across the school community 	

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 aligned and congruent instruction for all students using rigorous, relevant, and engaging common core-aligned lessons
Areas of Focus:	
<ul style="list-style-type: none"> ● Promote a culture of learning, collaboration, and constant adaptation ● Provide opportunities for collaborative work time dedicated to examination of student work and teacher practice 	

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	STAR Early Literacy	Area of Strength	The data shows most students meeting grade-level expectations
	STAR Reading	Area of Strength	The few students who are not meeting grade-level expectations in reading are enrolled in Read Naturally for daily reading intervention. Our ELA/ELD intervention teacher also serves students in need of additional support.
	Benchmarks:	Area of Strength	
	Benchmarks:	Area of Strength	
	SBA:	Area of concern	
	LTEL Data:	Area of Strength	We currently have no long-term English Learners. We will continue to serve and monitor our EL students in classrooms and w/ our EL intervention teacher to ensure that our EL students make adequate progress.
	ELPAC	Area of concern	
	Math	Area of strength	76 % of our students met or exceeded standards on the SBAC. We will monitor students who did not meet standard and provide targeted intervention.
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of Strength	Our attendance is consistently the best in the District at approximately 97%.
	Suspension	Area of strength	We have suspended one student this year.
	Parent/Community Survey	Area of strength	Parents express high levels of satisfaction with the program and the work we are doing
	Healthy Kids Survey	Area of strength	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Most teachers are teaching 4 units of TCWP writing	100% of teachers will teach 4 units of Teachers College Units of Study in Writing	All students and English Learners	Student work samples and post-unit assessments	Improve student achievement and improve instructional practice through professional development	Ongoing professional development will be provided by Teachers College staff.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Teachers will attend Homegrown Institute training for TCWP			June, 2018		
2	ILT will set schedule for Unit implementation at each grade level			June 2018		
3	Collaboration schedule will be set by ILT			August 2018		500
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			December 2018		886
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			December 2018		2279
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	4665

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Approximately 50% of teachers are using number talks in their classrooms.	All teachers will use Number Talks at least once each week in their classrooms	All students	Learning walks; instructional rounds, self-reporting	Improve instructional practice through professional development	Training will be provided by CCCOE resulting in 100% of teachers using number talks in their classrooms
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Provide training in number talks			September 2018		250
2	Provide collaboration time for teachers to work in grade-level teams			Ongoing		250
3						
4						
5						
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					500
TOTAL					0	1500

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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)	All of our EL students are making gains and are showing improvement in writing scores	All teachers will teach at least 4 Units in TCWP	English Learners	Student work samples and post-unit assessments	English Learner reclassification will continue to increase.	Monitor reclassification data
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire ELD intervention teacher			June 2018		9700
2	Implement TCWP			August 2018		
3						
4						
5						
6						
7						
TOTAL					0	9700

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Most African American students are meeting grade-level standards; those who are in need of intervention and progress monitoring are receiving those services and being monitored by our intervention team.	Continue to provide targeted intervention for African American students.	African American students	SBAC and benchmark assessments and ongoing progress monitoring using STAR reading assessment	Improve student achievement	Students will score at or above grade-level on STAR reading assessment
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Review SBAC scores and disaggregate by AA subgroup			August 2018		
2	Create intervention groups			September 2018		
3	Review benchmark assessments			Ongoing		
4						
5						
6						
7						
TOTAL					0	0

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Special Education and Inclusive Environments	All special education students are fully included in general ed. classrooms as indicated in their IEPs.	Special education students will continue to be fully included in the least restrictive environment.	Special education students	Review attendance data and monitor IEPs.	Improve student engagement and climate outcomes	Maintain high levels of attendance (>95%) among special education students.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Continue to implement each student's IEP to ensure compliance with least restrictive environment			Ongoing		
2	Monitor attendance data -- disaggregate by special education population.			Ongoing		
3						
4						
5						
6						
7						
TOTAL					0	0

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Social/Emotional Support for Students	During the first trimester, only 3 students received office referrals	We will continue to use Toolbox, Caring School Community, and Welcoming Schools Curricula to support our students	All students	Monitor office referrals	Improve student engagement and school climate outcomes	Maintain low level of suspensions and expulsions
https://drive.google.com/drive/u/1/my-drive						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Train new teachers in use of Toolbox curriculum			August 2018		
2	Assign classroom buddies			August 2018		
3						
4						
5						
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		500
7						
TOTAL					0	500

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	148 parents completed the California School Parent Survey in 2017-18	The number of parent responses to the California School Parent Survey will increase at least 5% in 2018-19	All students	Data from Assessment Office	Increase parent and community engagement, involvement, and satisfaction	The number of parent responses will increase.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Put link to parent survey in the Thursday Packet letter			April		
2	Encourage parents to complete the survey during Open House			April		
3						
4						
5						
6						
7						
TOTAL					0	0

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Our attendance is consistently the highest in the District averaging 97%	We will maintain an average of 97% attendance	All students	District attendance data	Improve student engagement and school climate outcomes	Maintain high level of student attendance
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Communicate importance of regular attendance via Thursday Packet letters			Ongoing		
2	Monitor independent study contract completion			Ongoing		
3	Regular letters home and conferences with parents					
4						
5						
6						
7						
TOTAL					0	0

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	16365	0
Title I		0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	16365
Title I	0

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

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).

Professional Development: 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.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.