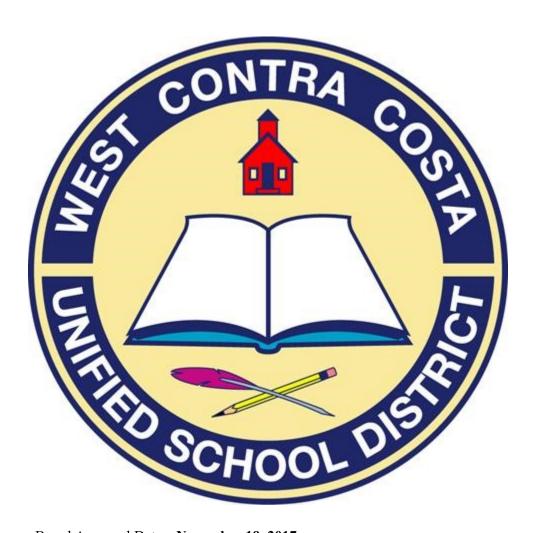# West Contra Costa Unified School District
Murphy Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Chelsea LaForest**
Principal: **Chelsea LaForest**
Telephone Number: **(510) 231-1427**
Address: **4350 Valley View Road**
El Sobrante, CA 94803-1499
E-mail address: **claforest@wccusd.net**

BOARD OF EDUCATION
2017 - 2018

BOARD PRESIDENT : ELIZABETH BLOCK
BOARD CLERK : VALERIE CUEVAS
MADELINE KRONENBERG
TOM PANAS
MISTER PHILLIPS

Superintendent		
Matthew Duffy		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1101	Fax (510) 236-6784	
Email Address Matthew.duffy@wccusd.net		

Deputy Superintendent		
Nia Rashidchi		
District Address 1108 Bissell Avenue	City Richmond, CA	Zip Code 94801
Telephone (510) 231-1130	Fax (510) 620-2074	
Email Address nrashidchi@wccusd.net		

Contents Page

- ➢ School Site Council (SSC) Recommendations and Assurances
- ➢ SSC Roster
- ➢ Executive Summary
- ➢ Theory of Action
- ➢ Stakeholder Involvement
- ➢ System-wide Barriers
- ➢ Data Analysis
- ➢ Action Plan for Improving Student Achievement (Academic)

Required Student Achievement Plan
ELA
Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Plan
Science
History/Social Studies
ILT Goals
Other 1
Other 2

- ➢ Overall Budget Summary
- ➢ Agreements

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.

     English Learner Advisory Committee

     X Other *(list)*
     Instructional Leadership Team

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: **September 28th, 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:

Chelsea LaForest
_____   _____   _____
Typed name of school principal   Signature of school principal   Date

Monica Pacini
_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

West Contra Costa Unified School District
Murphy 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	**Mercy Larreynaga**	**2018**	
#2	**Lupe Loza**	**2018**	
#3	**Rosa Hernandez**	**2018**	
#4	**YennyGarcia**	**2018**	
#5	**Catherine Malicdem**	**2017**	
School/Other Members			
Tchr #1	**Heather Anderson**	**2018**	
Tchr #2	**Matthew Brewer**	**2018**	
Tchr #3	**Ashley Schauer**	**2018**	
Other	**Monica Pacini**	**2018**	**X**
Principal	**Chelsea LaForest**		

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 Murphy Elementary School 's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

If we deepen the implementation of quality learning, teaching and leadership practices we will see student achievement for all students throughout Murphy.

If we engage in collaborative PLC structures dedicated to inquiry, common assessments and examination of work and teacher practice we will build a culture of learning, collaboration and constant adaptation that supports student achievement throughout Murphy School.

If we create a powerful school culture predicated on positivity, trust, inclusion, safety and communication we will see students and parents engaged in their learning each day..

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: **Reviewed and discussed**	**or**	Process: **classroom teachers and principal will collect and analyze data send report findings to all the stakeholders including the SSC and ILT**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **Teachers** **SSC** **ILT** **Parents and**	Process: **Through meetings the ElAC will have the opportunity to analyze data and have input on the SPSA**	**or**	Process: **principal reports to ELAC/SSC**
Step 3	SPSA strategies development	Process: **ILT/SSC will review and evaluate**	**or**	Process: **teachers and principal report to SSC and all stakeholders their findings after analyzing the data and provide effective strategies for success of all students.**
Step 4	Budget development	Process: **ILT, SSC and ELAC help prioritize strategies, programs and materials that will enhance student achievement with our limited resources.**	**or**	Process: **teachers and principal report to SSC**
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: **Ongoing monitoring and check in with ILT and SSC as well as formal monitoring twice per year**	**or**	Process: **monthly SSC, ILT, ELAC and faculty meetings**

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: **We have adequate staffing for grades K-6TH With no split classes.**	*
Facilities maintenance: **PARKING LOT AND TRAFFIC ISSUES**	* **Needs to be reconfigured for safety reasons.**
Facility capacity (space for classrooms/programs): **We are at maximum capacity**	*
Safety: **Started with AAA training students, works well but we need more adults**	* **requesting volunteers**
Materials availability: **limited funds for updated playground equipment**	* **funding**
Technology: **providing supports for the one to one initiative and support tablet sharing**	* **Need to develop a plan that will assist teachers sharing tablets effectively. Need one more COW and cart.**
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support: **Purchasing STAR Math to coincide with STAR Literacy . Need more arts, music and science programs.**	* **Funding**
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 and Early Literacy**	X Area of concern X Area of strength	**According to SBAC, only 41% of our students are proficient. We have started a data wall for ELA that attributes to the 8% of our growth on SBAC.**
	Benchmarks: **Math**	X Area of concern Area of strength	**According to SBAC, only 29% of our students are proficient.**
	Benchmarks: **ELD**	Area of concern X Area of strength	**14% of our EL students who have successfully been reclassified last year.**
	Benchmarks:	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	Area of concern Area of strength	
	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: **Lower chronic tardiness**	Area of concern X Area of strength	**Our attendance clerk meets with parents which has made an impact on tardiness.**
	Suspension **Low suspension rate**	Area of concern X Area of strength	**We continue to have a low suspension rate.**
	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	As of March 2017, based on STAR Reading data of 2nd-6th grade students scored at the 51% percentile or above.	By May 2018, 100% of students will demonstrate growth in reading as measured by Renaissance Learning STAR literacy assessments. Specific targeted goal: • 50% of students will grow 0.5 year -25% of students will grow 1 year • 25% of students will grow 1.5 years	2-6 students	STAR and Early Literacy reading assessment Renaissance Learning	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students foster youth (FY)	By June 2018, Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	PD and Collaboration for teachers, including walkthroughs	on-going	2098	LCFF
2	After-school tutoring for students approaching proficiency	on-going	3000	LCFF
3	Hours for teachers Parent University NIghts	five times a year		
4	Increasing aide hours in the Learning Center to support small group intervention	ongoinig	12642	LCFF
5	Academic conferencing to discuss data once each trimester/roving subs	three times per year	1500	LCFF
6	Purchase library books and materials	as needed	2000	LCFF
7	Purchase materials and supplies that may include paper, classroom supplies, food for meeting snacks, outdoor display cases, ink and toner etc.	as needed	1000	LCFF
8	Assemblies	monthly	1000	LCFF
9	Incentives for students	ongoing	1000	LCFF
10	Give teachers $150 to buy supplemental on Teachers Pay Teachers (such as writing lessons, guided reading lessons, etc)	ongoing		

11	Purchase materials and supplies for PD	ongoing	500	LCFF
12	Sub to support walkthrus and peer coaching two days per week	ongoing	1500	LCFF
13	Teacher Hours for afterschool tutoring	ongoing	3008	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	My Math Benchmark 3 shows that 62.5% of our students K-5 scored mastery. Grade 6 Benchmark 2 67% scored mastery	By June 2018, all students in grades K-6 will move up one proficiency level as Measured by My Math Final Benchmark Assessment. 6th grade will create teacher created cumulative assessments.	All students approaching grade level	STAR Math Assessment, Teacher created assessments	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students, and foster youth (FY)	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
2	PD and Collaboration including walkthroughs	on going; weekly meetings	2000	LCFF
3	Increasing aide hours in the Learning Center to support small group intervention	on going	12642	LCFF
4	Facilitate Academic Conferencing to discuss data once per trimester/roving subs	three times per year	1000	LCFF
5	After School Tutoring/Homework Club	ongoing	8000	LCFF
6	Purchase materials and supplies that may include, outdoor display cases, technology to support instruction and build the classroom libraries, paper, classroom supplies, food for meeting snacks	as needed	2000	LCFF
7	Reflex Math	ongoing		
8	Teacher hours for University Parent Nights MAth/Technology	five times per year		
9	Assemblies/Field Trips	ongoing		
10	Lumio Math for Intervention	ongoing		
11	Purchase materials and supplies for PD	ongoing		

12	sub to support walkthrus and peer coaching 2 days / week	ongoing		
13	Purchase online license for STAR Math	fall	1000	LCFF
14	Teacher collaboration /PD	ongoing	1000	LCFF

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)	Murphy had 148 EL students in 2016-2017 and 24 were reclassified meaning 14% of the EL population was reclassified.	By May 2018 17% of the continuing EL population at Murphy will meet the criteria to be reclassified as measured by the writing assessment for reclassification.	English Learners	WCCUSD ELD Reclassification writing assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students, and Foster Youth (FY)	English Learner (EL) reclassification rate will be at 11%.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Facilitate Academic conferencing/roving subs to discuss ELD data once per trimester in grade level.	three times per year	2500	LCFF
2	Teachers will provide daily rigorous English Language Development including ongoing development of Academic Language	daily	1000	LCFF
3	Teacher PD and collaboration for planning and analyzing data (STAR and ELD Benchmarks) /strategies for ELD teachers to improve their skills, including walk-throughs and materials and supplies	ongoing as needed	1500	LCFF
4	Provide differentiated instruction with flexible groupings	daily		
5	Send parents to conferences	ongoing as needed	1500	LCFF
6	Send teachers/admin to conferences	ongoing as needed	1500	LCFF
7	Purchase materials and supplies for student learning	ongoing as needed	500	LCFF
8	Hire an ELD aide for 20 hours a week			

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
Reading	Based on the ELA SBAC results for 3rd-6th grade African American Students, (34 students) 91% of our African American students did not meet the ELA standard.	By May 2017, 50% of African American students who are reading below grade level will improve their grade equivalency by 1.0 grade levels as measured by the STAR.	2nd - 6th grade African American students	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students, Foster Youth (FY)	Grow 10% from 2016-17 scores to move closer to SBA math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Analyze student data at grade level meetings	ongoing		
2	Intervention support	ongoing		
3	Teacher collaboration	ongoing	1000	LCFF
4	Academic Conferencing	First and second trimesters	2658	LCFF
5	Peer observations	as needed		
6	Peer walkthroughs	every trimester or as needed	1000	LCFF
7	Purchase materials and supplies	as needed	500	LCFF
8	Identify by name all African American students who have not improved their 1 grade levels as measured by the STAR	by January		

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	As of March 2018, % of Murphy's students were chronically tardy.	By June 2018, Murphy will improve chronic tardiness by 10% as measured by monthly attendance reports.	K-6	Power School Data, monthly attendance reports and teacher written attendance data in their attendance folders	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	% students chronically absent will decrease by 3%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Contact parents for unexcused absences schedule parent conferences	ongoing as needed		
2	Review attendance with clerk daily	2015-2016 school year		
3	trimester attendance awards during monthly BEST assembly	three times per year		
4	Student incentives awards, materials and supplies	weekly/monthly/ trimester	500	LCFF
5	Meetings with parents as needed	during SARB process		
6	Request for independent study packets need to be submitted to the office 2 weeks prior to travel and a copy should be submitted to the office	on-going		
7	Encourage and provide BEST practices	on-going		
8	Perfect Attendance recognition with incentives and certificates	every trimester	209	LCFF
9	Extra classroom game time with Playworks coach weekly-moving to monthly	on-going		

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	As of March of 2017 we have had 17 referrals and suspensions in grades 3, 4 and 5 as noted in Power School. Teacher refocus forms and the buddy teacher system have dramatically decreased number of students sent to the office. Play works has had a positive influence in the school.	Students will be engaged and encouraged to make positive choices that will support their academic learning and social-emotional well-being, through positive school culture and best assemblies. We will measure the number of student behavioral referrals, three times per year with a reduction of 10 %at each measurement. .	all students K-6	Tiger paws awarded monthly will be counted and recognized at monthly BEST assembly. Two students from each grade level will be awarded incentives.	Improve student engagement and climate outcomes, and allocate services to English Learners (EL) and Low Income (LI) students, and Foster Youth (FY)	Suspension rates will decrease by 2%.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Purchase materials/supplies and incentives for students to support BEST policies and attendance (Treasure Chest) Play works supplies	on going	1000	LCFF
2	Arrange culturally relevant assemblies that support Common Core	ongoing		
3	Provide PD and collaboration opportunities for teachers to expand their knowledge on Growth Mindset. Purchase the book, "The Fantastic, Elastic Brain, Stretch, Shape It."	ongoing	1000	LCFF
4	Provide materials for PD that may include Paper for poster maker to support school wide learning expectations and improve Murphy School Climate	on going		
5	BEST Assemblies once per month to build a positive climate and monthly focus goals and Mystery Paw Incentives .Weekly PAW Awards (Treasure Chest)	on going	5500	LCFF
6	magazine subscriptions	ongoing	500	LCFF
7	Trivia games during lunch with Treasure Chest Incentives Students will be recognized for practicing positive behavior (BEST) and will	ongoing		

	participate in weekly drawings with a "Tiger Paw" ticket			
8	Play works Balls and equipment	daily	1000	LCFF
9	Paper for poster maker to support school wide learning expectations and improve Murphy School Climate and color ink.	ongoing	500	LCFF
10	Provide teacher and SCOW hours for planning	ongoing		
11	Provide PD and materials for Disability awareness provided by special ed teachers under No Place for Hate. Books for every classroom	ongoing		
12	Pay for BACR contract and other contracts	ongoing	18000	LCFF
13	Extra Hours for yard supervisor	ongoing	4860	LCFF
14	Conferences for teacher/admin	ongoing	3000	LCFF

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	During the 2016-2017 school year as of April, Murphy offered the following parent community events: Back to School Night, Coffee Chats, Parent Technology Night, Family Coding Night,Math Festival and Open House. We had 60% of parents that attended Back to School Night, 54%% that attended Open House and 2% that attended the other community events.	During the 2017-2018 school year, Murphy will offer two literacy nights. We will see in 50% increase in attendance based on an advertising, parental involvement incentives; "punch card", and potluck event included in literacy night.	All students	Sign in sheets , connect ed and flyers for activities.	Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Include opportunities for translation for parents	2016-2017 school year		
2	Family Math, Language Arts and Science, AR and Tech Parent Universities teacher hours Parent Universities	five times per year		
3	Community Worker will coordinate College Day and recruit parents to particiapte	October 2015		
4	Babysitting for family nights	ongoing		
5	Snacks for parent night and events	ongoing	2000	LCFF
6	Pay clerical staff extra hours for parent events	ongoing		
7	Pay teacher extra hours for parent events	ongoing		
8	Extra Hours for the SCOW	ongoing	500	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievements

ILT Goals

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
ILT Process	Based on the STAR Reading Data for May 2016, 51% of 2nd- grade students scored at the 50th percentile and above. 55 % of our 2nd-6th grade students scored at the mastery level on Math.	By the end of the 2016-2017 year, the ILT members will have created specific roles to monitor the effectiveness of content goals , and implement supports which build teacher capacity as measured by student progress within the content goals.	All	data walls, ILT notes and student scores		

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	ILT will facilitate collaborations that allow teachers to seek help from others and share best practices, instructional planning, small group instruction and data analysis weekly.	ongoing		
2	ILT will facilitate Professional Development for staff pay ILT members for extra time spent on PD	ongoing		
3	ILT will conduct peer observations on Thursday	ongoing		
4	Hire a sub 2 days a week to allow teachers to do peer observations	ongoing		
5	ILT will facilitate Wednesday grade level meetings	ongoing		

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	109117	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	109,117.00

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.