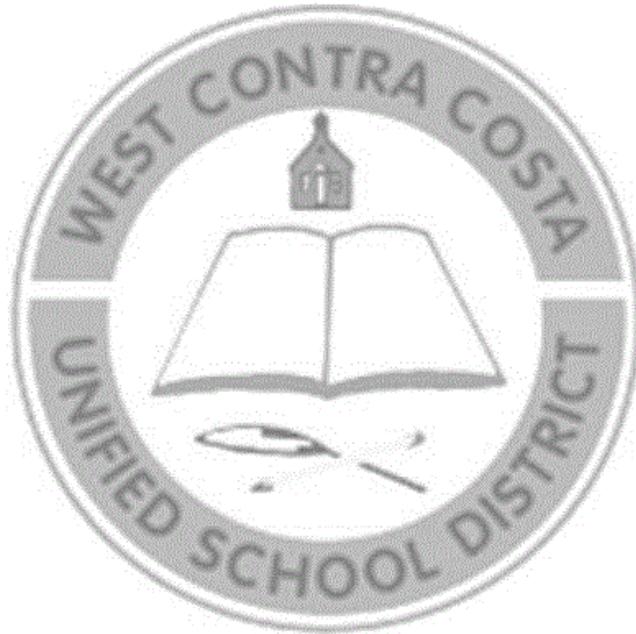


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

MURPHY ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	_____
Principal:	Chelsea LaForest
Address:	4350 Valley View Road
City:	Richmond, CA 94803
Telephone Number:	231-1427
E-mail address:	claforest@wccusd.net



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

**ELIZABETH BLOCK
MADELINE KRONENBERG
TOM PANAS**

**SUPERINTENDENT
MATTHEW DUFFY**

Table of Contents

OVERVIEW	School Site Council (SSC) Recommendations and Assurances SSC Roster Stakeholder Involvement Executive Summary Theory of Action Data Analysis
-----------------	---

REQUIRED ACTION PLAN FOR STUDENT ACHIEVEMENT	ELA Math ELD African American Student Achievement Special Education and Inclusive Environment Social/Emotional Support for Students Parent Involvement
---	--

OPTIONAL ACTION PLAN FOR STUDENT ACHIEVEMENT	Attendance Science History/Social Studies ILT Goals Other 1 Other 2
---	--

SUMMARY	Overall Budget Summary Agreements Title I Centralized Services
----------------	--

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:

SPSA

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: 5/31/18
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:

Chelsea LaForest

Typed name of school principal

Signature of school principal

5/31/18

Date

Kristin Martinez

Typed name of SSC Chair

Signature of SSC Chair

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	Armando Baeza		9/2019	
Parent #2	Mercy Larreynaga		9/2019	
Parent #3	Kristen Martinez		9/2019	X
Parent #4	Kirk Lewis		9/2019	
Parent #5	Brenda Carazo		9/2019	
School/Other Members				
Teacher #1	Jocelyn Balderas		9/2019	
Teacher #2	Matthew Jensen		9/2019	
Teacher #3	Marcia Higgins		9/2020	
Other	Sylvia Cuellar		9/2019	
Principal	Chelsea LaForest		9/2019	

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:
		Principal and 2nd grade teacher gathers data, present to ILT.		ILT confirms or alters upcoming month's PD/grade level meetings for teachers to learn new tools and strategies, and/or give time and space for teachers to analyze their data.
Step 2	Gather input from	Process:	or	Process:
				Teacher and SCOW administers surveys to key stakeholders to progress monitor the quality of the program.
Step 3	SPSA strategies development	Process:	or	Process:
		Principal and ILT will revamp vision/Theory of Action which decides our SMART goals based on current data reflecting student performance, culture at Murphy, and needs for building capacity for staff.		
Step 4	Budget development	Process:	or	Process:
		Based on data of academic and socio-emotional needs of students, money was distributed to building teacher capacity and working on socio-emotional development.		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		6 week Cycle of Inquiry for academic monitoring and progress monitoring surveys around socio-emotional development.		

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

Murphy Theory of Action

	<i>If...</i>	<i>Then...</i>	<i>Action Steps</i>
<i>Learning & Teaching</i>	We focus on standards based instruction and build capacity around aligning standards and assessment.	All students will achieve grade level standards	-Dedicated Wednesday grade level team meetings discussing best strategies -Peer observation
<i>Student Culture & Climate</i>	The adults and students develop and practice mindfulness, emotional intelligence and growth mindsets	We will develop students' confidence, achievement, and fulfillment through the understanding of expandable intelligence	-Climate committee plans growth mindset activities for monthly BEST assemblies -Display/Celebrate student growth (SBAC, STAR) in office, classrooms etc.
<i>Adult Learning & Collaboration</i>	We build a collaborative cycle based on feedback among teachers	We will build capacity among teachers to craft, plan, and and deliver engaging, personalized, and innovative instruction to all students.	-ILT will calendar peer observation days for all - Teachers Utilize Wednesday debrief -Best practices -Critical feedback

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	
	STAR Reading	Area of strength	2nd -6th grade classes scored between 42%-82% proficient according to STAR assessment (Pre and post test)
	Benchmarks: Math IAB	Area of strength	Every class in 3rd-6th grade grew by minimum of 10% between fall and winter IAB. Some classes grew 25% or higher.
	Benchmarks:	Area of concern	
	SBA:	Area of concern	Math- 29% of our 3rd-6th grade students scored proficient on SBAC
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Our chronic absenteeism improved due to attendance clerk meeting with parents with SCOW support if needed.
	Suspension	Area of strength	
	Parent/Community Survey	Area of strength	We grew in our Family-Friendly Walkthrough survey results. High ratings from parents.
	Healthy Kids Survey	Area of concern	
	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	28% grew 0.5-0.9 years; 30% grew 1.0-1.4 years; 18% grew 1.5 or years higher	By May 2019, 100% of students will demonstrate growth 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	K-6 Student	Fast Bridge and STAR Reading Assessment	Improve student achievement	Grow 10% from 2017-18 scores to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	PD and Collaboration for teachers, including walkthroughs			Ongoing		1200
2	After-school tutoring for students approaching proficiency			Ongoing as needed		3744
3	Light snacks for PD-catered			Ongoing		1419
4	Light snacks for PD			Ongoing		500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		3000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support (120 hours).			Ongoing		2017
TOTAL					0	14380

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	36.6% of K-6 students grew by one performance band or maintain an advanced level as measured by IAB and MyMath Benchmarks	By June 2019, 90% of students in grades 3 - 6 will improve by one performance band or maintain an advanced level as measured by the fall to winter IAB. 90% of students in grades K-2 will score 70% or higher as measured by the My Math - Think Smart for the Smarter Balanced Assessment tests by the end of the year.	K-6	IAB, My Math	Improve Student Achievement	Grow 10% from 2017-18 scores to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2	PD and Collaboration including walkthroughs					1200
3	Utilizing Grad Tutor in the Learning Center to support small group intervention					
4	Facilitate Academic Conferencing to discuss data once per trimester/roving subs					1000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					3000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support (120 hours).					2000
TOTAL					0	9700

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)	As of April, 2018, 13.6% of ELs have been reclassified.	By May 2019, 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	ELPAC, Reclassification data	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 10% from 2017-18 scores to move closer to SBAC ELA level 3.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Facilitate Academic conferencing/roving subs to discuss ELD data once per trimester in grade level.			1st and 2nd Trimesters			1500
2	Teachers will provide daily rigorous English Language Development including ongoing development of Academic Language			Ongoing			
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			1000
4	Provide differentiated instruction with flexible groupings			Ongoing			
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing			1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing			1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing as needed			1000
TOTAL						0	5500

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	As of May, 2018, 36/81 African American students were reading below grade level as measured by STAR.	By May, 2019, 50% of our African American students who are reading below grade level will improve their reading level by 1.0 years or higher (grade equivalency) as measured by the STAR assessment.	K-6 African American	STAR Reading Assessment	1) Achieving Students	Grow 10% from 2017-18 scores to move closer to SBAC ELA level 3.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Analyze student data at grade level meetings			Ongoing			
2	Intervention support			Ongoing			
3	Teacher collaboration			Ongoing			1500
4	Academic Conferencing			1st and 2nd trimester			500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing			1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing			1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing			1000
TOTAL						0	5500

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	New goal; no data	95% of K-6 students will participate in "Ability Awareness" day that targets an inclusive environment for special education.	Special Ed Population	Attendance summaries	Improve student engagement and climate outcomes	Maintain high level attendance among Special Education students
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Continue to implement IEPs to ensure compliance with least restrictive environment			Ongoing		
2	Monitor attendance data-by disaggregating by Special Ed population			Each trimester		see social emotional
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing as needed		500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing as needed		500
TOTAL					0	1500

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	48% of students were able to identify a mindfulness tool taught by Mindful Life Project during real-life situations as measured by one question on the Mindful Life Project post survey.	By November, 2018, we will see a 10% growth in students identifying a mindfulness tool taught by Mindful Life Project during real-life situations.	K-6	Google Form	Improve student engagement and climate outcomes	Maintain high level of student engagement
Insert your Discipline Matrix Link here[]						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Host active shooter training drill through district			October		0
2	Extra Clerical hours (22.5 hours per week)			Ongoing as needed		16200
3	Extra hours for Secretary (40 hours)			Ongoing as needed		1600
4	Arrange contract for students: Mindful Life Project, BACR			September		19500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing as needed		5000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing as needed		2679
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support (120 hours).			Ongoing as needed		2000
TOTAL					0	46979

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	During the 2017-2018 school year as of September, Murphy offered the following parent community events: Back to School Night, Coffee Chats, Family Coding Night, Math Festivals and Open House. 2% of our school population attended the events.	During the 2018-2019 school year, Murphy will offer at least two family nights. We will see a 50% increase in attendance for at least one family night as measured by family sign-in sheets.	All students	Sign In Sheets, Connect Ed messages, flyers and end of year surveys.	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:	Title I Cost	LCFF Cost
1	Include opportunities for translation for parents			Ongoing		
2	Family Math, Language Arts and Science, AR and Tech Parent Universities teacher hours Parent Universities			3 times a year		
3	Community Worker will coordinate College Day and recruit parents to participate			Ongoing		
4	Additional SCOW hours			Ongoing		
5	Coffee Chats					
6	Planning and implementing tech night, math night, literacy night					
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	83559	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	83559
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.