West Contra Costa Unified School District
Coronado Elementary School
Title I - Schoolwide

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Contact Person:	**Keilan Hunter**
Principal:	**Keilan Hunter**
Telephone Number:	**(510) 231-1419**
Address:	**2100 Maine Avenue**
	Richmond, CA 94804-2798
E-mail address:	**khunter@wccusd.net**

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		

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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

    Other *(list)*

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: **4/26/2017**.

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:

Keilan Hunter
_____

Typed name of school principal

_____

Signature of school principal

_____

Date

Maria Valadez
_____

Typed name of SSC chairperson

_____

Signature of SSC chairperson

_____

Date

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	**Alma Esquevda**	**2019**	
#2	**Maria Martinez**	**2018**	
#3	**Ana Lopez**	**2018**	
#4	**Donna Smith**	**2019**	
#5	**Jose Andrade**	**2018**	
School/Other Members			
Tchr #1	**Ann Daly-Mallard**	**2018**	
Tchr #2	**Patti Shannon**	**2019**	
Tchr #3	**Gail Mendes**	**2019**	
Other	**Maria Valadez**	**2018**	**X**
Principal	**Keilan Hunter**		

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

Theory of Action

2017-2018 Coronado Theory of Action

If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and schools……. We will see student achievement grow for all students at Coronado.

If we engage in collaborative PLC/ILT structures dedicated to inquiry, common assessments and examination of student work and teacher practice….We will create the culture of learning, collaboration, and constant
adaptation, which supports student achievement and promotes teacher retention at Coronado.

If we establish a powerful school culture through positive interactions, school wide expectations, open communication, trust, and safety among all stakeholders….
Then we will increase the joy of learning and positive engagement at Coronado between all.

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		
	Task	**SSC Actively Involved in Task**	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **Gather Data**	**or**	Process: **Ms. Mendes & Mr. Hunter will gather data and present to SSC**
Step 2	Gather input from (check all that apply) **X** ELAC Others	Process: **Gather Data**	**or**	Process: **Mr. Andrade & Ms. Valadaz gather data and present to SSC**
Step 3	SPSA strategies development	Process: **Development**	**or**	Process: **Mr. Hunter & Ms. Mallard interview teachers and present to SSC**
Step 4	Budget development	Process: **Analyze needs of school**	**or**	Process: **Mr. Keilan Hunter analyze needs of school and present to SSC**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **November 2017**		
Step 6	SPSA monitoring	Process: **Gather Data**	**or**	Process: **Ms. Mallard, & Ms. Shannon gather data and present to 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
X	Staffing: **Need a full time instructional coach**	X*	**Additional funds to go with the budgeted funds for our 50% Coach to become fulll time**
	Facilities maintenance:	*	
	Facility capacity (space for classrooms/programs):	*	
X	Safety: **Need a fulltime VP to support behavior management/ social emotional programs**	X*	**Additional funds to hire our 50% VP to full time to assist with behavior management and overall school culture**
	Materials availability:	*	
	Technology:	*	
	Fiscal Support:	*	
X	Compliance Support: **Need support for coaching new teachers**	X*	**Provide additional support for coaching new teachers**
X	Curriculum and Instruction Support: **Not enough intervention support for our student population**	X*	**Provide additional funds for intervention 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: **African American 3rd-6th (dashboard data)**	**X**Area of concern Area of strength	**Number of books read shows that many students are not reading enough independently. The school must find ways to mtivate students to read on their own for pleasure.. In addition these students scored at only a half grade more than where they started toward years end.**
	Benchmarks:	Area of concern Area of strength	
	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:	Area of concern **X**Area of strength	**High Percentage of FEP**
	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: **ELA expository writing**	**X**Area of concern Area of strength	**Only 23% of K-1 and 26% of 2nd-6th scored at or above proficient on the expository writing prompt at their appropriate level**
	Other:	Area of concern Area of strength	
	Student Support Data		
Choose 2	Attendance: **Monthly Attendance Data and information from Attention2Attendance**	**X**Area of concern Area of strength	**We will continue to create incentives for the students, educate the parents of the importance of attendance, and meet with parents concerning truency.**
	Suspension **Suspension Data (Powerschool)**	**X**Area of concern Area of strength	**Our goal is to decrease our suspensions by 25% this next year with our additional supports allocated (50% VP, 50% Coach).**
	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	

	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*
	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	23% of K-1 students and 26% of 2-6 students scored at/above proficient in writing as measured by CCSS Baseline writing prompt in March 2017.	By June 2018, 55% of K-1 students and 45% of 2nd-6th the students will be at or above proficient in expository writing incorporating academic vocabulary as measured by grade-level created rubrics.	Schoolwide	Grade Level Benchmarks.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	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	47% Instructional Aide	Ongoing	15171	Title I
2	Hire TOSA for Computer Lab Activity	On-going		
3	Hire Writing Art Consultant to provide background knowledge and enrichment to students	Jan-June 2018		
4	Hire Read Aloud Consultant to provide one on one intervention	Sep-June 2018	10000	Title I
5	Hire Grad Tutors to provide intervention support and differentiation for targeted students	On-going		
6	Arrange PD and collaboration/professional development to improve instructional strategies for successful implementation of Common Core State Standards including sending teacher / admin to conferences	On-going	800	LCFF
7	Arrange Teachers to provide intervention for students who are below grade level (small group instruction) in after school tutoring	Oct-Apr 2018		
8	Arrange study trips to provide background knowledge for narrative and expository writing	Oct-Aprl 2018	4000	Title I
9	Purchase Material and Supplies to support students	On-going	5674	Title I
11	Hire subs for academic conferencing	On-going		

12	Pay for contracts	On-going		
13	Pay teacher extra hours for tutoring	On-going	2614	Title I
14	50% VP	Ongoing	71704	LCFF
15	Prudent Reserve	Ongoing	26135	Title I

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	25% of K-6 students scored at/above proficient in solving math word problems as measured by grade-level created assessments/rubrics in March 2017.	By June 2018, 45% of students in grades K- 6th will be at or above proficient in solving grade appropriate math word problems incorporating academic vocabulary as measured by grade-level created rubrics.	All students	Measured by grade-level created assessments/rubrics and district benchmarks.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), 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	Provide after school tutoring for intervention for students who are below grade level (small group instruction)	Oct-Apr 2018		
3	Provide collaboration/professional development to improve instructional strategies for successful implementation of Common Core State Standards.	On-Going	2500	Title I
4	Purchase math students workbooks for each teacher to support students and other materials and supplies	Oct-Jan 2018	500	Title I
5	Pay teachers extra hours for after school tutoring	Oct-Jan 2018	2615	Title I
6	Purchase materials and supplies for students	On-Going		
7	Purchase materials and supplies for students	On-going	1674	Title I
8	Hire subs for academic conferencing	On-going		
9	Provide collaboration/professional development to improve instructional strategies for successful implementation of Common Core State Standards.	On-going	2500	Title I
10	Prudent Reserve	On-going	26135	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)	35% of ELL students are at or above English language proficient as measured on the March 2017 ELD benchmarks.	By June 2018, 75% of ELL students in grades K- 6th will increase their English language proficiency in reading comprehension.	ELL's, scoring at the Early Intermediate, Intermediate, and Early Advanced as measured by ELD benchmarks.	STAR reading and ELD District Benchmarks.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
2	Arrange PD on close reading and vocabulary to provide collaboration/professional development to improve instructional strategies for successful implementation of Common Core State Standards for ELLs including sending teachers/admin to conferences	On-Going	1200	LCFF
3	Hire Grad Tutors to provide intervention support and differentiation for K and 3rd grade during ELD. Grad tutors and volunteers help teach students one-on-one in small groups, to reinforce what is taught in the classroom.	On-Going		
4	Arrange Teachers provide to intervention for ELL students who are below grade level (small group instruction) in after school tutoring	Jan -2018	2614	Title I
5	Hire Read Aloud consultant to read to ELD students in English which help with language skills	Oct-2017		
6	Hire Writing Art consultant to connect writing to art for ELD Students	Jan-May 2018		
7	Purchase materials and supplies for ELL students	On-going	1000	Title I
8	Hire subs for academic conferencing for ELL students	On-going		
9	Arrange PD to provide collaboration/professional development to improve instructional strategies for successful implementation of Common Core State Standards for ELL teachers including sending teachers/admin to conferences	On-going		

| 10 | Purchase materials and supplies for students | On-going | 675 | Title I |

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 AcademicAchievement	End of the year STAR reading assessments showed that the African American students in grades 3rd-6th reading improved by half of a grade-level.	By June 2018, 50% of the African American students in Grades 3rd-6th will have increased their reading levels by at least a grade and a half.	African American students in grades 3rd-6th	Star Reading Assessment and AR Quizes	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	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	Artrange teachers to provide intervention for AA students who are below grade level (small group instruction) in after school tutoring	On-going		
2	Purchase materials and supplies for AA students	On-going	1127	Title I
3	Create additional incentives for AR Quizzez	On-going		
4	Create book clubs for school and after-school (additional hours for teachers)	On-going		
5	Study Trips (library/plays) for the AA students that is related to the content (literature)	On-going	1000	Title I
6	Additional teacher hours after-school hours for AA Parent Night focusing on literacy	On-going	500	Title I
7	Purchase culturally responsive books	On-going		

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	2016-2017 Actual Attendance for Coronado Elementary was 94.30%	By June 2018, schoolwide attendance rate will to improve to 95.5	Schoolwide	WCCUSD - Actual Attendance support data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) 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	Students participate in monthly attendance incentive programs	Monthly		
2	Teachers reward monthly perfect attendance with cougar awards	Monthly		
3	Identify students with perfect attendance each trimester and acknowledge them at the monthly Parent Night meetings	Trimester		
4	Address the importance of attendance at Parent Night meetings	3 times during school year		
5	Monitor independent student contracts – to ensure teachers followed up on completion	Upon request		
6	Sent letters, applause notices, make phone calls, and other forms of communication to parents reinforcing the importance of attendance.	Trimester		
7	Analyze classroom and district student data and monitor the progress of students attendance	End of year		
8	Purchase supplies for students attendance awards	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	There has been an increase in discipline referrals and suspensions particularly in grades 3-6 over the past two years, although suspensions went down 15%.	By June 2018, Fully incorporating Toolbox, Mindfulness, Music, Mindset, and the coordination of a community schools care team (school wide), we will increase student engagement and reinforce positive school climate referrals and suspensions will be reduced by 30% in grades 3rd-6th.	All	Surveys and discipline management reports/logs, and incident management reports/logs	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will decrease by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	zSharp Music Consultant teaches music appreciation, band, chorus, and the class is integrated with the content of classroom instruction. The music teacher works closely with the classroom teachers. In addition, we believe that this program enhances our academic program and provides a creative outlet for our students. Our students also participate in a yearly performance with the San Francisco Opera and enjoy many musical performances throughout the year.	Sep-Jun 2018	17000	LCFF
2	Mindful Life Consultant teaches skills and tools that build self-esteem, confidence, and resiliency to "at-risk" students and their families. Support and teach students through many different healing, and empowering modalities.	Sep-Jun 2017	5000	Title I
3	Toolbox provide students with tools/strategies for their socio-emotional well-being, the Toolbox program teaches students twelve tools (i.e., Breathing Tool, Patience Tool, Empathy Tool, etc.).	Sep-Jun 2018	5000	Title I
4	Recognize students with achievement, good citizenship, and attendance awards at daily assemblies, monthly Parent Night and individual classrooms to provide positive self-esteem and recognition for effort, respect and responsibility.	Monthly		
5	Purchase achievement award for students	On-Going	500	Title I
6	Purchase materials and supplies for students	On-Going	8918	LCFF

7	Arrange study trips for students	On-going		
8	Purchase materials and supplies for student learning	On-going	500	Title I
9	Purchase snacks for PD	On-going		
10	Richmond Art Center Contract	On-going	5000	Title I
11	Care Team will be supporting the overall climate strategies by connecting students to appropriate resources	On-going		
12	Contracts for students	On-going		

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	Approximately 45% of families participated in three or more school activities.	By June 2018, 66% of parents will have participated in at least 3 school-wide activities. Opportunities to participate in a school activity may consist of monthly Parent Night meetings, Back-to-School Night, Open House, Parent-Teacher conferences, School Site Council, Dental Program, Study trips, Parent University, and other.	Schoolwide	Attendance Sheets, Sign-in-sheets, Chaperones sheets, and Dental Forms	Increase parent and community engagement, involvement, and satisfaction.	Number of Parent University graduates, including parents of unduplicated students and students with exceptional needs, will increase (3B, 3C)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide Translation in ENGLISH/SPANISH is provided for all families regarding all school activities, forms, announcements, meetings, etc.	Sep-Jun 2018	434	Title I
2	Provide baby-sitting hours for parent meetings	Sep-Jun 2018	516	Title I
3	Encourage Parent Volunteers to attend the morning assemblies, study trips, and other school activities	Ongoing		
4	Purchase materials for parent meetings to train on Treasures tools	Oct 2018	518	Title I
5	Purchase School Folders for students and parents that provides school activity such as school calendar, bell schedule, behavior, etc.	Apr 2018		
6	Provide Parent Night Meetings, Literacy and Math Workshops, and study trips	Monthly		
7	Pay for baby sitter for parent events	Ongoing		
8	Purchase materials and supplies for parent meetings and other activities	Ongoing	1000	LCFF
9	Pay teachers for extra hours for parent events	Ongoing	706	Title I

10	Purchase light snacks for parent meetings and events	Ongoing	2500	LCFF
11	Send parents to CABE	Ongoing	1000	LCFF
12	Pay teachers for extra hours for parent events	Ongoing	2000	LCFF

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	98473	0.00
LCFF	132257	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	132,257.00
Title I	98,473.00

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.