

**West Contra Costa Unified School District
Dover Elementary School
Title I - Schoolwide**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Ruby A. Gonzalez**
Principal: **Ruby A. Gonzalez**
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**BOARD OF EDUCATION
2017 - 2018**

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Required Student Achievement Plan

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ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Plan

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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.

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: **6/22/17**.
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:

<u>Ruby A. Gonzalez</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Imelda Rosillo</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District
Dover 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:
<i>Parent/Community Members</i>			
#1	Imelda Rosillo	10-1-18	X
#2	Lilian Orellana	10-1-18	
#3	Erica Rivera	10-1-18	
#4	Felix Ramirez	10-1-18	
#5	Sasha Graham	10-1-17	
<i>School/Other Members</i>			
Tchr #1	Anthony Fresquez	10-1-18	
Tchr #2	Sara Larios	10-1-17	
Tchr #3	Stacey Tanaka	10-1-18	
Other	Open		
Principal	Ruby A. Gonzalez	No Limit	

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 Dover 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 in our classrooms and schools, We will see student achievement grow for all students throughout the district.

If we build talented staff through a professional learning system that is personalized, empowering and adaptive, we will recruit, support, and retain knowledgeable and effective people and programs in WCCUSD.

If we create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication, we will see students and parents engaged in their learning each and every 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:

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: Analyze SBAC data at the initial SSC meeting.	or	Process: School staff is also very much involved in this process. Staff will share with the SSC teacher members their thoughts from the analysis to report out at the SSC meeting.
Step 2	Gather input from (check all that apply) X ELAC Others	Process: SSC members (principal, parents, and school community outreach worker) hold parent meetings for GATE and EL parents.	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: ILT and staff develop the instructional strategies to share with SSC. CARE team develops the non-academic strategies to share with SSC.
Step 4	Budget development	Process: Priorities are established from looking at the student data and through surveys and discussion with the school community (staff and parents). The principal then develops the budget based on the priorities.	or	Process: ILT discusses necessary expenditures based on student needs after looking at data from each core subject.. Next, the proposed budget is presented to SSC, who vote to approve or to make recommendations according to data presented during meetings.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: SSC monitors throughout the year. At every meeting we discuss one or more SPSA strategies. Formal monitoring occurs twice a year.	or	Process: ILT and SSC review results of benchmarks three times a year.

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: Unable to fill Graduate tutor position ub 2016 -2017 there were only two days allocated for Graduated tutors positions filled.	* Increase graduate tutors to 100%
X Facilities maintenance: Timeliness of work orders being fulfilled Camp Pride and Extended learning program did not allow for teachers to gather/clean/prepare for the end/beginning of the year (E.O.Y and B.O.Y) activities	* Repeated work follow up with work orders. Some are still pending to be resolved.
X Facility capacity (space for classrooms/programs): Lack of room place for different programs	* Parent group was relocated to room B101, to allow the Read Aloud, and music program to be closer to student classrooms. Therefore; in addition to being closer to the library Read Aloud volunteers had easier access to pulling library books during the Read Aloud program.
X Safety: Behavior gets in the way of teachers teaching and students learning and success	* Begin Restorative Justice training throughout the year with Millie Burns
X Materials availability: Having proper materials for teachers	* Working closing with Francie Kunaniec to ensure delivery of missing materials
X Technology: Lack of C.O.W to properly charge tablets. Lack of tablets per students.	* Purchased 7 extra C.O.W's. Waited for district to supply 1 tablet per student.
Fiscal Support:	*
Compliance Support:	*
X Curriculum and Instruction Support:	*
Other:	*

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

Data Analysis

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
Academic Data			
Choose 3	Accelerated Reader/Star Reading:	Area of concern Area of strength	
	Benchmarks: Writing Benchmark	Area of concern <input checked="" type="checkbox"/> Area of strength	Students scores have increased on writing benchmarks
	Benchmarks: Math Benchmarks Avg 54%	<input checked="" type="checkbox"/> Area of concern Area of strength	Students require extra assistance in math.
	Benchmarks: E.L.A Avg 41%	<input checked="" type="checkbox"/> Area of concern Area of strength	Students require extra assistance in English Language arts.
	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:	Area of concern Area of strength	
	Suspension Decrease Suspension and transition into Restorative Justice	<input checked="" type="checkbox"/> Area of concern Area of strength	Continue to have Restorative Justice training for staff with Millie Burns.
	Parent/Community Survey: Have more parent involvement in family engagement, and parent university	<input checked="" type="checkbox"/> Area of concern Area of strength	Have parents participate in family engagement activities
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

	Data Reviewed	Concern/Strength <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	Description of Findings (400 character max) <i>Provide a brief description of what the data shows/implications for instruction</i>
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	in June of 2017 __44__ % of students scored at proficient or above on an average of all ELA assessments.	By April 2018, 100% of students will make 1.5 years of growth as measured by STAR using a system of DDI tracking with bi-weekly assessments and classroom data posting in all classrooms.	K-6	Renaissance Learning Early Literacy and STAR Tests	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	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	Coach teachers to provide effective classroom instruction for targeted students. Coach models lessons in classrooms. Presents Professional Development and Collaboration to support English Language Arts instruction		Ongoing	39880	Title I	
2	Provide tutoring for students		Ongoing	3758	LCFF	
3	Provide instructional materials to support ELA instruction for Dover Students. Also provide library informational text library books and subscriptions for Dover students. This includes technology and other supplementary materials to help Dover students access the core curriculum.		Ongoing as needed	4500	LCFF	
4	Hire a Grad Tutor 100% to support ELA instruction at the Learning Center		August 2017	80904	LCFF	
5	Provide extra hours for teacher data chats, collaboration time, and professional development		On Going	6202	LCFF	
6	Use Instructional Aide in the learning center to support at risk students			8827	LCFF	
7	Arrange study trips and contracts for all Dover students. Students answer questions in oral & written form, write an essay about what they learned, do homework related to field trip.		On Going	3828	LCFF	

8	Snack for PD	On Going	500	LCFF
9	Subs for academic conferencing	On Going	9007	Title I
10	Extra Teacher Hours for PD and Collaboration	On Going	3280	Title I
11	Hire intervention teacher	On going	30000	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	in June of 2017 <u>54</u> % of student scored at proficient or above on Math Benchmark 3.	By April 2018, 100% of students will make 10% growth on each benchmark in order to create a 30% growth over the year. This will be measured by diagnostic and summative assessments per trimester.	K-6	District Benchmarks/Teacher-Created Assessments	1 Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 30% by 2017-18 score to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Coach teachers to provide effective classroom instruction for targetted students		Ongoing	39880	Title I	
2	Provide extra hours for teacher data chats, collaboration time, and professional development		After Benchmarks	8000	LCFF	
3	Present PD and collaboration to support math by Math Department Coaches & ILT Members		Ongoing	2952	Title I	
4	Provide instructional materials to support math instruction		Ongoing	4500	LCFF	
5	Tutor will target students and students at risk of failing to bring them up to desired level (starting in November through May 2018)		November through May 2017			
6	Use Instructional Aide in the learning center to support at risk students		Ongoing			
7	Purchase materials and supplies for students		Ongoing	4000	LCFF	
8	Hire a Grad Tutor 100% to support Math instruction at the Learning Center		Ongoing			
9	Pay for subs for academic conferencing, peer observation		Ongoing	4000	Title I	

10	Snack for PD	Ongoing	500	LCFF
11	Hire intervention teacher	Ongoing	30000	LCFF
12		Ongoing		

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	<p>In June of 2017 47% of students moved up a level on CELDT (AMAO summary report)</p> <p>In June 2017, 66% of students moved up a level on CELDT (206 students), 25% (156) stayed in level & 9% (59) moved down according to scaled scores. 58 students reclassified.</p>	In June 2018, 70% of students will move up a level on CELDT (206 students), 25% (156) stayed in level & 9% (59) moved down according to scaled scores. 58 students reclassified.	English Learner Students	ELD/Writing benchmarks	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	<p>% of students scoring Early Advanced/Advanced on the CELDT will increase by 3%</p> <p>English Learner (EL) reclassification rate will increase to 11%</p>
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Support provided EL Students/Newcomers by ELD Instructional Aide			3000	LCFF	
2	Hire Instructional Coach to help ELD students and coach teachers including modeling lessons in classrooms: Integrated Cross curricular ELD, Academic Discourse		Starting August 2016	39080	Title I	
3	Provide extra hours for teacher data chats, collaboration time, and professional development		Monthly	5000	LCFF	
4	Provide Instructional materials to support ELD Instruction		Ongoing	3000	LCFF	
5	Provide PD and Collaboration around ELD Instruction: Focus on academic language & Academic Discourse.		Ongoing	3000	LCFF	
6	Use Instructional Aide in the learning center to support at risk students		On Going			
7	Tutor targeted students and students at risk of failing to bring them up to desired level (Two tutors, 4hrs. a week starting in November through May 2018)		November through May 2017			
8	Send teacher and admin to conferences		Ongoing	2000	LCFF	

9	Provide Instructional materials to support ELD Instruction	Ongoing	2000	LCFF
10	Hire a Grad Tutor 100% to support ELD instruction at the Learning Center	Ongoing		
11	Pay for subs for academic conferencing, peer observation, and GLAD: Designated ELD focus, academic discourse, Tri.1 Narrative Wtg.; Tri 2 Opinion Wtg.; Tri.3 Informational Wtg.; Unpacking Sentences; Reciprocal Teaching; DDI Collaboration Days that include PD/planning on both Integrated & Designated ELD.	Ongoing	1000	LCFF
12	Pay for subs for academic conferencing, peer observation: Improve the academic vocabulary and target academic language/discourse to improve reading and writing. GLAD is an EL based training which provides SDAI strategies such as deconstruction of sentences, process grids & cognitive content dictionaries. Teachers will immediately implement strategies after training Integrated and Designated instruction.	Ongoing		
13	Extra Teacher Hours for PD and Collaboration	Ongoing	3280	Title I
14	Hire intervention teacher	Ongoing	20000	LCFF
15	Study Trip for students	Ongoing	3500	LCFF

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 families	By June 2017, 10% of African American parents have actively participated in Dover events as measured by sign-in sheets.	By April 2018, we will increase African American parent engagement to 20% and participation in events such as Back to School, Open House, Literacy Night, where we will provide families with tools and resources to improve reading as measured by sign-in sheets and STAR.	All African American Students	Sign-in Sheets & STAR	Increase parent and community engagement, involvement, and satisfaction. Goal 3	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	Teachers and staff will follow up with African American families to increase home-school connection and events.		On-going			
2	Community Service Coordinators will personally communicate with African American parents per event.		On-going			
3	Hopes & Dreams welcome activity (engagement) on first day of school. Printing high frequency words for each grade level.		August, 2017			
4	Video tape A.A. parent modeling reading with student. Displayed at Hopes & Dreams activity		August, 2017			
5	First Day of School- Share data of last year's results in reading.		August, 2017			

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	Dover had an average of 95.26% of K-6 grade students in attendance as measured by WCCUSD PowerSchool.	By April 2018, we will have maintained our current attendance for the general student body, and we will increase the attendance of chronically absent students by 10%.	All Students	PowerSchool Attendance Reports	To provide systems, programs, and opportunities that directly support the socio-emotional well being and physical health of all students Goal 4	All schools will maintain 95% or above attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Provide additional hrs. for clerk to support the entire Dover School program		Ongoing	2000	LCFF	
2	Encourage improvement of attendance through monthly motivational meetings with the principal.		Monthly			
3	Purchase incentives for students		Ongoing	1500	LCFF	
4	Students with excessive absences attend Saturday School		Ongoing			

Student Achievement

School Climate

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
School Climate	New strategy	By April 2018, 80% of classrooms will have implemented Mindful Life strategies. We will keep track effectiveness of Mindful Life through student and teacher/staff surveys. Additionally, we will track the improvement of climate through fewer referrals to the office (track by making copies of refers and putting in referral box in order to track how many, who refers, etc. in a Google sheets doc)	TK-6	Student Survey, PowerSchool, Google Doc	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Report CA Healthy Kids Survey key findings and subgroup comparison
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Hire 40% clerk to support the entire Dover school program		On Going	14163	LCFF	
2	Encourage improvement of attendance through monthly motivational meetings with the principal.		Monthly	500	LCFF	
3	Facilitate assemblies and purchase motivational & educational materials		Ongoing			
4	Purchase Southwest supplies for all Dover students		As needed	3000	LCFF	
5	Provide study trips for Dover Students		As needed	3500	LCFF	
6	Provide babysitting for parents to attend required meetings		Ongoing			
7	Provide teacher release days for teachers and staff to attend Restorative Justice training		Starting in October and ongoing as available	5000	LCFF	
8	Provide additional hrs. for clerk to support the entire Dover School program		On Going			

9	Contract leadership to bring in outside resources to educate parents in learning strategies to help their students and promote a college and career bound path which is possible when students they improve attendance.	On Going	500	LCFF
10	Purchase materials and supplies for students	On Going	5000	LCFF
11	As Full Service Community School we offer SparkPoint/Parent University which has proven to educate parents to motivate and learn about the value of bringing students to school.			
12	Contract for Mindful Life	On Going	17000	LCFF
13	DIGS contract	On Going	8000	LCFF
14	Contracts for Professional Development trainings	On Going	5000	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	This year, an average 54% of parents attended Back to School Night and Open House.	By April 2018, 60% of parents will attend both Back to School and Open House. This will be measured by parent sign in sheets.	All Students and Parents	Parent Sign-in sheets	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	Arrange Babysitting services for parent meetings		On Going	610	Title I	
2	Purchase materials and supplies for weekly parent meetings including snacks		As needed	500	LCFF	
3	Common Core Family Literacy Night		On Going			
4	Translation for parent events		On Going	375	Title I	
5	Back to School Night/Open House/Costume Parade		Once a Year			
6	Materials and supplies for parent events including snacks		As Needed	4000	Title I	
7	Take One Bring One Library Book Fair		On Going			
8	Extra hours for SCOW		On Going	4000	Title I	
9	Weekly Black Board Connect Ed		On Going			
10	Parent University (3 cohorts every year) snacks for parent events		On Going	1001	Title I	
11	Conferences for parents to CAFE		As Needed	2035	Title I	
12	Math & Common Core Night contracts		Once a Year	1519	Title I	

13	Parent University Training for Parents & Promotion ceremonies	Twice a year		
14	Volunteer Meeting	Once a year		
15	Pay teacher extra hours for parent events including the Multicultural Fair	On Going		

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	154899	0.00
LCFF	293682	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	293,682.00
Title I	154,899.00

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.