West Contra Costa Unified School District
Fairmont Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Lynn Bernhardt**
Principal: **Lynn Bernhardt**
Telephone Number: **(510) 231-1448**
Address: **724 Kearney Street**
El Cerrito, CA 94530-3108
E-mail address: **lbernhardt@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)

  <u>Required Student Achievement Plan</u>
  - ELA
  - Math
  - ELD
  - African American
  - Attendance
  - School Climate
  - Parent Involvement

  <u>Optional Student Achievement Plan</u>
  - 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.

    X English Learner Advisory Committee

    X Other *(list)*
    African American Parent Site Advisory 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: **May 15, 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:

Lynn Bernhardt
_____   _____   _____
Typed name of school principal   Signature of school principal   Date

Tim Warner
_____   _____   _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

West Contra Costa Unified School District
Fairmont 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	**Tim Warner**	**6/18**	**X**
#2	**Amy Wilson**	**6/18**	
#3	**Becky Raikow**	**6/18**	
#4	**Leslie Adams**	**6/17**	
#5	**Thad Smith**	**6/18**	
School/Other Members			
Tchr #1	**Khadija Bailey**		
Tchr #2	**Mark Medcalf**	**6/18**	
Tchr #3	**Jennifer Kelso**	**6/17**	
Other	**Adrianna Martinez**	**6/18**	
Principal	**Lynn Bernhardt**	**6/18**	

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

Theory of Action

TLL Teaching, Learning and Leading :IF we collaborate during dedicated common planning time in creating common core lessons and assessments including those for Teacher's College Writing, using backwards planning, create authentic common assessments to drive those lessons and work with students in small intervention groups,
THEN we will see increased student engagement, more rigorous instruction and increased academic achievement for all students.

ALC:: ADULT LEARNING AND COLLABORATION
IF we create more opportunities for families to be engaged, share data about all students' progress strategically and work to invite them personally to school events,
THEN we will see more parent/family involvement, engagement and support.

SCC: STUDENT CULTURE AND CLIMATE
IF we use the Toolbox social emotional learning curriculum school wide and support it with restorative practices, including class meetings and making personal connections with all students,
THEN we will see more positive behaviors, increased student engagement, reduced suspensions and referrals, and a strong and supportive school climate.

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:	**or**	Process: **principal and teachers will collect and analyze data and report findings to all the stakeholders committees both formal and informal as well as publish analysis in the weekly calendar/newsletter. SSC is given opportunity to analyze the SBAC and CELDT data and make recommendations based on data**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **Teachers SSC Parents, ILT AASAT**	Process: **through surveys, interviews, and meeting notes stakeholders will have opportunities to weigh in on SPSA strategies, curriculum, and data. The SSC will analyze surveys and conduct interviews.**	**or**	Process:
Step 3	SPSA strategies development	Process:	**or**	Process: **Teachers and Principal to develop strategies after examining the data and researching effective strategies Teachers and principal share strategies with all stakeholder groups Through surveys, data analysis, and interviews strategies are identified to enhance learning for all students.**
Step 4	Budget development	Process: **SSC and ELAC help prioritze the programs to get the most from our limited resources.**	**or**	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: **Ongoing monitoring, including formal monitoring twice a year. The principal will share data with the SSC as part of the monitoring process.**	**or**	Process:

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: **We are unable to find enough subs to cover classes so we can have grade level and cross grade data meetings**	*	**recruit parents as subs. Provide CBEST classes for parents and aides who wish to become subs.**
X	Facilities maintenance: **our facility is old and badly in need of updating.**	*	**Some updating to physical plant**
X	Facility capacity (space for classrooms/programs): **there is no space for teachers to meet and collaborate during the day, our learning center is too small for our students**	*	**hold collaboration off site**
	Safety: **Located by major intersection and transient population**	*	**Parents and staff patrol drop off areas in the morning**
	Materials availability:	*	
	Technology:	*	
X	Fiscal Support: **Lack sufficient funds to provide for teacher coaching and support**	*	**not at this time**
	Compliance Support:	*	
X	Curriculum and Instruction Support: **Staff would benefit from on-site literacy coaching to assist in the implementation of CCCS, and TCWP Units of study**	*	**not at this time**
	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: **Grades 1-6**	**X** Area of concern **X** Area of strength	**Many of our students progress to reading above grade level in third through sixth grades. We have a large number of upper grade students in Reading intervention for comprehension. Primary grades participate in phonics based small groups for reading intervention.**
	Benchmarks: **Math**	**X** Area of concern Area of strength	**Third, fourth and fifth grades seem to be our weakest, due to a lack of learning basic math facts. We are addressing this area of growth with after school tutoring and in school small group instruction.**
	Benchmarks: **ELA Writing**	**X** Area of concern Area of strength	
	Benchmarks: **ELD**	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	**X** Area of concern Area of strength	**37 of our ELL students exited ELD last year. We are using ELD blocks for instruction and ELD intervention to improve this percentage by June of 2018.**
	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:	**X** Area of concern Area of strength	**96% attendance means we still have room for improvement. We will work towards a goal of 98%**
	Suspension	Area of concern **X** Area of strength	**We have reduced suspensions by using Restorative Justice interventions, counseling groups and the social emotional learning Toolbox We plan to continue these efforts and continue reducing suspensions and discipline events.**
	Parent/Community Survey:	Area of concern **X** Area of strength	
	Healthy Kids Survey:	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	
	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	Writing Benchmark shows 50% of students in grades k-6 were proficient and above.	By June 2018, 60% of students at all grade levels will be able to score proficient on spring Writing Benchmark. Throughout the school year students will have opportunities to conduct research and write across the curriculum.	Grades k-6	Writing Benchmark	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	Intervention teachers to work with small writing intervention groups during the school day	October to May	17762	LCFF
2	Roving subs for academic conferences and peer observation	throughout the year	274	LCFF
3	Schedule 'workshop, intervention, and student collaboration time'.	Throughout the year	1000	LCFF
4	Purchase classroom materials for supplemental writing program and reading activities including books, printers, ink to print out assessment reports, purchase projectors, document cameras, and carts as needed, purchase headphones	December	8000	LCFF
5	Provide intervention afterschool or Saturdays as teachers are available (targeted grades tbd)	October	6969	LCFF
6	Extra Teacher hours for PD and collaboration	Throughout the year	1000	LCFF
7	Provide collaboration time for grades to develop/identify 5 grade level writing assessment to measure growth.	Throughout the year	674	LCFF
8	Purchase books to help support research for students	Throughout the year	550	LCFF
9	Send teachers to LC training at Teachers College NY	By January	9000	LCFF

10	Send 4-6 teachers to Writing Program Conference in Oakland	September		
11	Contract for PD in writing workshop and personalized learning	Throughout the year	10000	LCFF
12	Purchase OT supplies to facilitate focus and writing for students.	September		
13	Release time for PLC members to work with consultant	October		
14	Purchase on-line liceses	Throughout the year	5000	LCFF
15	Send teachers/admin to conferences	Throughout the year	2000	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	Spring Math SBAC shows that 32% of students were proficient and Advanced in math.	By June 2018, 42% of students at all grade levels will demonstrate the use of multiple methods in mathematics as measured with a proficient score on the math benchmark assessments.	Non proficient students	math SBAC	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
1	Staff will teach multiple ways to solve problems and encourage students to choose which ways works best for the them.	Throughout the year		
2	Purchase supplies to enable teacher to use the new district curriculum on the website (for example: printers, ink, composition books)	Throughout the year	4000	LCFF
3	Schedule collaboration time for teachers to evaluate student work and share methods.	Monthly	1000	LCFF
4	Provide intervention afterschool as teachers are available (targeted grades tbd)	October	5000	LCFF
5	Roving sub for Academic Conferencing and Peer Observations	Throughout the year	474	LCFF
6	Provide collaboration time for teachers to collaborate on instructional practice and assessment	Throughout the year	673	LCFF
7	Purchase on-line licenses for students	Throughout the year	5000	LCFF
8	Hire math coach to work with teachers after school	TBD		
9	Provide 4 hours per week of aide support for learning center	October- May	2462	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)	While we had 16 students reclassified last year, our Spring 2017 EL student's scores on SBAC show that 5% of student scored proficient in ELA.	By June 2018, the number of EL students scoring proficient and above on the ELA SBAC test will be 10%.	English Learners	SBAC	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	% of students scoring Early Advanced/ Advanced on the CELDT will increase by 3%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teacher will provide daily, rigorous English Language Development including developing academic vocabulary	Throughout the year		
2	Schedule roving subs to release teachers to hold EL focused grade level meeting with the principal	3 times per year	200	LCFF
3	Schedule collaboration time for planning and analyzing EL student work	3 times per year	1673	LCFF
4	Send a parent, community worker, and teachers to CABE conference	March 1, 2018	2000	LCFF
5	Provide teacher coaching and/ or training in ELD differentiation via contract for PD	October 15, 2017	10000	LCFF
6	Provide for print and verbal translation services	Throughout the year	300	LCFF
7	Provide for Newsela and Moby Max programs for tablets	Throughout the year	5000	LCFF
8	Purchase materials and supplies for students	Throughout the year	1500	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
School Community	Students need more support in participating positively in the school leadership community. African American students were over represented in our discipline and suspension data as they constituted 66 % of discipline logs but only 12% of the population in 2016-2017 75% of African American Students did not meet the standards in Math and 69% of African American Students did not meet the standard in ELA	By June of 2018 discipline incidents and suspensions of African American students at Fairmont will decrease by 2% By May of 2018 10% more African American Students will be proficient and above for ELA and Math in all grade levels as measured by SBAC assessments.	African American	Powerschool log analysis, District Assessments, SBAC assessments	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students To support all students to have equal access to high quality instructional programs so they may reach high academic standards that will ensure college and career readiness by the end of 12th grade.	Grow 10 points to move closer to SBAC ELA level 3.Grow 15 points to move closer to SBAC Math level 3. Suspension rates will decrease by 2%

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Use Toolbox strategies with all students to decrease discipline logs and suspensions.	Throughout the year		
2	Include more African American students in student leadership opportunities	10/1/2017		

	like Playworks Junior coaches and student Ambassadors.			
3	Use Restorative Justice interventions schoolwide to decrease repeat offenses	Throughout the year		
4	Form student guidance groups for girls in upper grades and targeting AA, EL, LI and FY students. Groups meet every other week with social work interns and the principal.	10/15/2018		
5	The Grad tutor will work 6 weeks with lowest performing students in 6th grade classes, then move on to the next group.	2/29/2018		
6	High School tutors will work with students in the extended learning program to help them understand math concepts and learn math facts.	2/29/2018		
7	Targeted students will participate in Read Naturally intervention to boost reading comprehension.	1/15/2018		
8	Train new teachers in Toolbox strategies, buy Toolbox lanyards and materials	1/15/2018	1,000	LCFF

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	40% of students have been identified at truant in the 2015-16 school year.	By June 2017 the truancy rate will be reduced by 10%	All students	District Attendance Data	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	School community worker to Contact parents on the second unexcused absence	Throughout the year		
2	School community worker arrange for home visits for students with 3 unexcused absences or 3 tardies for 30 minutes or more	Throughout the year		
3	Principal to review absences on a weekly basis	Beginning September 15, 2017		
4	Monthly perfect attendance awards	Beginning September 30, 2017	1000	LCFF

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	Student referrals to office and other classrooms have decreased dramatically. Staff notices a greater degree of students working for the good of the community. Students are more liable to stand up for students who need assistance instead of being bystanders.	By June 2018, students will improve their interpersonal skills via use of Toolbox strategies, participation in games and activities presented by Playworks Coach and PE classes, as measured by a 10% decrease in student referrals.	Students in grades k-6	Agendas, training, student surveys, teacher observation.	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	Identify programs to foster student leadership:	September		
2	Staff will participate in workshops to promote a positive learning environment	throughout the year		
3	Identify and purchase incentives for participating students	throughout the year	500	LCFF
4	Teachers will conduct weekly class discussion to address issues such as peer relationships.	Throughout the year		
5	Purchase books and materials for staff and students to promote social emotional intelligence	By January	5174	LCFF
6	Identify adult mentors for specific kids	throughout the year		
7	Assemblies for school-wide rules and expectations, awards, recognition of school leaders	Throughout the year	2000	LCFF
8	Identify awards and positive recognition programs such as student of the week	Fall		
9	Pay for Toolbox materials trainings and supplies	September	3000	LCFF
10	Purchase Playworks and PE equipment for students to use	Fall	500	
11	Pay for extra yard supervisors	throughout the year	5600	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	Staff notices a strong parent attendance at Back to School Night and Open House, but a decrease in parent information nights centered around academic topics. Parents need to be encouraged to attend Common Core, Math, Science and Reading Information Nights offered by the school.	By June 2018, there will be a 25% increase in parent attendance at parent information nights. In addition, there will be an increase of 25% in PTA membership.	All Students not scoring proficient.	PTA membership, volunteer sign-in sheets, evening parent trainings and events sign ins.	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Identify at least one room parent per classroom	October		
2	Room parent will gather contact information for every family and identified preferred form of communication	November		
3	School community worker will work with parent organizations to increase attendance and participation at school events.	Throughout the year		
4	Staff and PTA will collaborate in Parent Information Nights like Family Reading, Math, Science	Throughout the year		
5	School Community Worker will coordinate College/Career activities and recruit parents to participate and purchase materials as needed	October		
6	Provide for translators for print material, conferences and events as needed	Throughout the year	1154	LCFF
7	Pay teacher extra teacher hours for family activities and events	throughout the year	578	LCFF
8	Purchase materials and incentives for students	throughout the year	6000	LCFF
9	Pay teachers for extra hours for parent meetings and events	Throughout the year		

10	Provide subs to release teachers to meet with parents	throughout the year	300	LCFF
11	Provide communications folders for each student to facilitate home/school communication	September		
12	Pay for materials and supplies for parent events, meetings, and communication	Throughout the year	2500	LCFF
13	Pay for babysitter for parent events and classes	Throughout the year	1185	LCFF
14	Send parents to conferences	Throughout the year	5000	LCFF
15	Snacks for parent evetns	Throughout the year	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)**
LCFF	138502	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	138,502.00

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.