

**West Contra Costa Unified School District
Sheldon Elementary School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Melissa R. Sigars**
Principal: **Melissa R. Sigars**
Telephone Number: **(510) 231-1414**
Address: **2601 May Road
Richmond, CA 94803-3196**
E-mail address: **melissa.sigars@wccusd.net**



BOARD OF EDUCATION
2017 - 2018

BOARD PRESIDENT : ELIZABETH BLOCK
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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.

☒ English Learner Advisory Committee

☒ Other (*list*)
Instructional Leadership Team (ILT)

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 4, 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:

<u>Melissa Sigars</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Bernadette Solorzano</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Sheldon 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	Tara Medlock	6/18	
#2	Sheila Jackson	6/18	
#3	Lecia Rohrbach	6/18	
#4	Barbara Sherich	6/18	
#5	Gloria Molt	6/17	
<i>School/Other Members</i>			
Tchr #1	Leatha Ferreira	6/17	
Tchr #2	Catherine Warren	6/17	
Tchr #3	Katherine Wolfman	6/17	
Other	Bernadette Solorzano	6/17	X
Principal	Melissa R. Sigars	6/17	

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

Theory of Action

Learning, Teaching and Leadership Practices:

If we strive to have a true Professional Learning Community using the 4 essential questions to guide all of our decisions and actions...

then, teachers will know how to meet the needs of their students...

and students will increase their proficiency on local and state assessments.

Student Culture and Climate:

If we explicitly teach, model, and reward good communication, leadership skills, environmental conscientiousness, respect for all cultures, college and career readiness, and provide support and intervention when needed..

then students' behavior will be reflected in a positive school climate...

and behavior incidents will decline and instructional time will increase.

Parent/Community Engagement:

If we engage the parents and the community through better communication and participation opportunities...

then they will be more vested in supporting their child's academic and emotional growth...

and will result in improved whole-child performance and behavior as reflected in an increase in their proficiency on local and state assessments.

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:	or	Process: Whole staff review at the beginning of the year and report given to SSC
Step 2	Gather input from (check all that apply) ELAC X Others ILT and grade level teams	Process:	or	Process: Each group reviews the appropriate data and makes recommendations to reports to the SSC
Step 3	SPSA strategies development	Process:	or	Process: Principal, ILT and the staff develop the appropriate strategies
Step 4	Budget development	Process: SSC determines budget with input from the staff and ELAC.	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process: ILT looks at monitoring each time and then reviews it. The principal then reports the findings to the 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
Staffing:	*
Facilities maintenance:	* All cafeteria benches do not go down constantly.
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	* Many over head projectors need to be replaced.
Fiscal Support:	*
Compliance Support:	*
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: STAR Reading	<input checked="" type="checkbox"/> Area of concern Area of strength	Significant number of our students are scoring low in reading comprehension. We are continuing with our data walls, Academic Conferencing, and continuing intervention programs.
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	Benchmarks:	Area of concern Area of strength	
	SBA: SBAC Interim ELA and Math	<input checked="" type="checkbox"/> Area of concern Area of strength	We are beginning to use the SBAC Interim to monitor students' progress toward State test and use data to drive our instruction.
	AMAO Data: CELDT	<input checked="" type="checkbox"/> Area of concern <input checked="" type="checkbox"/> Area of strength	While we move a good number of students to be reclassified, 0% of our EL students scored proficient in ELA on the 2016-17 SBAC Assessment.
	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 <input checked="" type="checkbox"/> Area of strength	Sheldon maintains 95% or higher attendance rate.
	Suspension	Area of concern <input checked="" type="checkbox"/> Area of strength	The number of suspensions has decreased.
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Arts (ELA)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	For the 2016 ELA SBAC, 37% of students in 3rd-6th grade scored proficient or higher	By June 2018, 100% of students will grow 1 year or more as measured by their grade appropriate STAR Reading Assessment.	kinder- 6th grade	STAR Reading Assement	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	Subs for Academic Conferences Teachers (18) will use STAR data, Common Core Grade Level Check-off lists, and other assessments and tools to engage in the cycle of inquiry. This cycle will occur once each Trimester (3 total) to drive instruction.		Throughout Year		2000	LCFF
2	Extra Teacher Hours for PD and Collaboration		Throughout Year		2000	LCFF
3	Contract, Charlotte Knox		June 2016		5000	LCFF
4	Professional Development <ul style="list-style-type: none"> food (\$1350) materials (\$1,500) 		December 2015		1700	LCFF
5	Study Trips		Throughout Year		5000	LCFF
6	Grad Tutor to support identified students who need intervention in ELA according to STAR and Lexia Data		September-June			
7	Online Licenses		Throughout school year		8000	LCFF

8	.Purchase Technology for Students	June		
9	Contract, after school	Throughout 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	For the 2016 Math SBAC, 27% of students in 3rd-6th grade scored proficient or higher.	By June 2018, 60% or more students in grades 3rd-6th will score proficient or higher as measured by SBAC Interim assessment.	3rd-6th	SBAC Interim Assessments	Goal 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 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	Subs for Academic Conferences		Throughout School Year	2080	LCFF	
2	Meet monthly with Cadre: TK/K 1st/2nd 3rd/4th 5th/6th <ul style="list-style-type: none"> Cadre meets monthly to engage in cycle of inquiry based on focus math standard(s) and data Assessments will include Performance Tasks: Assess students on grade level performance task, analyze data, discuss misconceptions, plan for next steps at least 2x/trimester. All grades will do 3 "Number Talks" per week as a warm up and for spiral review All grades will participate in one Problem of the Month and display work at math night		September 2016- June 2017	2000	LCFF	

3	Knoeducation website access for teachers and administration to Test Prep and Common Core tools: <ul style="list-style-type: none"> • Common Core Standards Check off lists • SBAC Sentence frames • Depth of Knowledge sentence frames • other Test Prep tools *see ELA for cost	June 2017		
4	Extra Hours for PD and Collaboration	Throughout Year		
5	Math Night 1 <ul style="list-style-type: none"> • Common Core Intro • CC Exploration • Problem of the Month Gallery Walk 	March		
6	Contract, Charlotte Knox	June	5000	LCFF
7	Online Licenses	Throughout School Year	6500	LCFF
8	Incentives: <ul style="list-style-type: none"> • SBAC Awards Ceremony • Certificates • Medals • Spelling Bee • Certificates • Medal • Trimester Achievement • Certificates • "Dog Tags" Treats for party	Throughout School Year	1901	LCFF
9	Professional Development: <ul style="list-style-type: none"> • Food (\$350) • Materials (\$1500) 	September-June		
10	Purchase technology for students	June		
11	Conferences in state	June	5000	LCFF

12	Contract after school	Throughout Year	2000	LCFF
13	Study Trips	Throughout Year	8500	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)	For the 2016-17 Summative SBAC test, 0% of our ELs scored proficient or advanced.	By June 2018, 100% of students will grow 1 year or more as measured by their grade appropriate STAR Reading Assessment.	EL students K-6	STAR Assessment	Improve student achievement for all students and accelerate 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% reclassification rate will be at 11%
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Academic Conferences Teachers (18) will use STAR data, Common Core Grade Level Check-off lists, and and other assessments and tools to engage in the cycle of inquiry. This cycle will occur 1/Trimester (3 total) to drive instruction. *See ELA and Math for cost		Throughout school year	5753	LCFF	
2	Contract, Charlotte Knox		Throughout school year	5000	LCFF	
3	Teachers will receive writing PD through the CAFE conference and present learned information to the rest of the staff.		March 23-26th	5000	LCFF	
4	ELAC meetings: <ul style="list-style-type: none"> At two ELAC meetings, we will review EL student data and discuss how to improve program to meet student needs. 		Monthly			
5	Online licenses *see ELA		Throughout School Year	2000	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
	For the 2016 Math SBAC, 16% of students in 3rd-6th grade scored proficient or higher	By June 2018, 60% of 3rd-6th African American students will be proficient or higher as measured by the SBAC Math Interim or the STAR Math.	3rd-6th	SBAC Math Interim and STAR Math	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	Math Cadres					
2	Academic Conferences Teachers (18) will use STAR data, Common Core Grade Level Check-off lists, and other assessments and tools to engage in the cycle of inquiry. This cycle will occur once each Trimester (3 total) to drive instruction. See ELA and Math for Funding		1x/Trimester (3 total)	1000	LCFF	
3	C.O.S.T Monthly meeting with key constituents to review student referrals for academic, behavioral, health and emotional concerns with students.		Monthly or as needed	2000	LCFF	
4	Lexia/ intervention (see ELA and ELD for cost) Will be used with grades TK-6th. Lexia Reading Core5 provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction both online and through direct instruction with the teacher. Students work independently to develop reading skills in a structured, sequential manner with a focus on:		All year			

	<ul style="list-style-type: none"> • Foundational skills to develop automaticity and fluency • Listening and reading comprehension with complex text • Academic and domain-specific vocabulary to improve comprehension 			
5	Online licenses	All Year	2000	LCFF
6	Mafanikio (Grades K-6th) After school enrichment targeting African American Students Enrichment includes: <ul style="list-style-type: none"> • Online, Academic, individual pathways • STEAM classes (art, robotics, forensics, etc.) • Social Emotional education (Brainology) • One field trip/Trimester 	2 sessions		
7	Contract ASP	All Year	4000	LCFF
8	Culturally Inclusive Events: <ul style="list-style-type: none"> • International Night • Black History Month Wax Museum for 5th & 6th • Multicultural Celebration Bulletins and information • Day of the Child (traditions from different countries) • Native American Heritage Month • Hispanic Heritage Month • Cinco De Mayo • Korematsu Day etc.	All Year		
9	Implement “No Place for Hate” <ul style="list-style-type: none"> • Recognize anti-bullying month w/ assembly 			
10	During and after school STEAM enrichment: <ul style="list-style-type: none"> • Drama (during and after) • Hip Hop Classes • Leadership Opportunities: • Junior Coaching • Conflict Mediators • Student Council • No Place for Hate student ambassadors 		1500	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	Monthly district attendance reports suggest a continued focus daily student attendance	Maintain 95% ADA for the 2017-18 school year. In 16-17 ADA was 93.37%	K-6	Monthly Attendance Reports	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	A2A: <ul style="list-style-type: none"> Parents contacted through A2A when students are marked tardy or absence. Students with attendance concerns will go through SARB process 		Throughout School Year			
2	Trimester Achievement Ceremony (Includes Attendance) <ul style="list-style-type: none"> Certificates "dog tags" Treats for party 		Each Trimester	500	LCFF	
3	Each classroom will earn 1 reward (e.g. popcorn or snow cone party during recess) every time they spell out PERFECT ATTENDANCE. To earn one letter, all students must be present and on time for that school day.		Monthly	500	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	At the end of the 2014-2015 school year Sheldon had 117 behavior logs	By June 2018, there will be at least a 10% decrease in behavior logs.	TK-6th Grade Students	PowerSchool Data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Increase positive climate and safety (6C)
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source
1	BEST program implementation: <ul style="list-style-type: none"> • SHARK Motto • "Shark Teeth" • C.O.S.T. • Use of "ABC Chart" • "Shout out" and other morning announcements • Awards Ceremonies at the end of each Trimester will • Student of the month • Trimester Awards Ceremon (See ELA, MATH, and Attendance) 		September			
2	Yard Supervisors 3/100 students		On-going			
3	Playworks: <ul style="list-style-type: none"> • Junior Coaches • Bi-weekly games • Team sports • Junior Coach meetings 		on-going			

4	Conflict Mediators	On-going		
5	Purchase Planners and Agenda for Sheldon students	Jan 2016	1000	LCFF
6	Recycling Team: <ul style="list-style-type: none"> Food for party 	Spring 2016		
7	Culturally Inclusive Events: <ul style="list-style-type: none"> International Night Black History Month Wax Museum for 5th & 6th Multicultural Celebration Bulletins and information Day of the Child (traditions from different countries) Cinco De Mayo Korematsu Day 	Throughout school year		
8	Contract/Toolbox	Throughout school year		
9	Promote environmental conscientiousness (see science)	Throughout school year		
10	Healthy Schools Program	Throughout school year		

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	Sheldon did not have any room parents for the 2016-17 school year.	100% of classrooms TK-6th will have at least one room parent to lead communications for that classroom.	K-6th	Sign-in Sheets for parents	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	PTA Monthly Newslater		monthly			
2	Monthly Calendar for parents		monthly			
3	PTA Family events: <ul style="list-style-type: none"> Family Craft Day Family Game Night Family Halloween Night Family Movie Nights Family Masquerade Ball Shark Fest 		Throughout School Year			
4	School Site Council (SSC) Meetings		monthly			
5	English Language Advisory Committee Meetings <ul style="list-style-type: none"> light refreshments (see ELD) 		monthly			
6	Monthly Coffee Chat Meetings <ul style="list-style-type: none"> light refreshments 		monthly			

7	Blackboard Messaging:	As needed		
8	Parents will be notified about every single parent event through Blackboard, school website, Remind.com, and monthly newsletters.	As needed		
9	Conferences for parents	Throughout School Year	1500	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	90434	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	90,434.00

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.