West Contra Costa Unified School District
Valley View Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Contact Person:	**Ann Marie Marinakis**
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BOARD OF EDUCATION
2017 - 2018

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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)

Required Student Achievement Plan
- ELA
- Math
- ELD
- African American
- Attendance
- School Climate
- Parent Involvement

Optional Student Achievement Plan
- 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.

   English Learner Advisory Committee

   X Other ***(list)***
   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: **4/26/17**.

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:

Ann Marie Marinakis		
Typed name of school principal	Signature of school principal	Date
Kim Stewart		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Valley View 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	**Kevin Flynn**	**9/2017**	
#2	**Kimberly Stewart**	**9/2017**	**X**
#3	**Theresa Hardy**	**3/2018**	
#4	**Anne Dinklage**	**9/2018**	
#5	**Damon Anderson**	**9/2016**	
School/Other Members			
Tchr #1	**Christine Riedell**	**9/2019**	
Tchr #2	**Steve Monson**	**9/2017**	
Tchr #3	**May Camacho**	**9/2019**	
Other	**Pam Barlesi**	**9/2019**	
Principal	**Ann Marie Marinakis**		

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

Theory of Action

Valley View Elementary School
Theory of Action
2017-18

If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and school by using iXL (Math and ELA), Teacher's College Writing Program, Renaissance Learning, Accelerated Reader, providing Professional Development, time for Peer Observations/Reflections, focus on reading (Reading Intervention teacher), we will see student achievement grow for all students throughout Valley View.

If we engage in collaborative PLC/ILT structures dedicated to inquiry, common assessments and examination of student work and teacher practice by providing extended collaboration time for teachers, release days to observe other's instruction, Data Driven Inquiry Cycles and Data Driven Instruction, Professional Development around ELD and Writing we will build a culture of learning, collaboration and constant adaptation that supports student achievement throughout Valley View.

If we create powerful school culture predicated on positivity, trust, inclusion, safety and communication by providing Music (Oakland Youth Chorus, SFO ARIA program), Playworks, Growth Mindset education (Brainology/GEMS), Mindfulness, Instructional Aide for student support, Family Nights, Community events, with the support of our Valley View Parents' Club we will see students and parents engaged in student learning, increased attendance, active/involved parents, effective teachers, and empathetic students.

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: **ILT - Teachers review and use the data to determine the sites academic focus. This is shared with staff and the SSC.**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **ILT, teachers**	Process: **SSC will review data and make recommendations for our English Learners.**	**or**	Process:
Step 3	SPSA strategies development	Process:	**or**	Process: **ILT drafts strategies for SPSA, staff reviews and revises strategies, SSC reviews draft of SPSA, provides input, and approves plan.**
Step 4	Budget development	Process: **SSC looks at the budget and the strategies from the ILT. Looking at past expenses and data, determines where the money should be spent. The budget is presented to the staff, discussed and approved.**	**or**	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	**or**	Process: **ILT compiles data for monitoring, determines effectiveness of SPSA strategies and adjusts plan as appropriate. Staff reviews and provides input. SSC reviews, provides input and approves plan as appropriate.**

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: **Lower FTE is a barrier to growing VV. Parents work hard to help bring students to VV so we can prevent combination classes and open our doors to families who want their students to be educated in this enviroment.**	*	
X	Facilities maintenance: **Mobile Modular is not attentive to fixing issues on our portable site. The paint on the ramps chips easily.**	**X***	**District staff is very attentive, especially when safety is involved.**
	Facility capacity (space for classrooms/programs):	*	
	Safety:	*	
	Materials availability:	*	
X	Technology: **Tablets continue to be a problem in that they don't work or take several minutes for the teacher to figure out what is wrong. They update at inappropriate times (trying to take the SBAC). Some students must go through several tablets until they find one that works. There is not staff to make sure the tablets in the office for exchanges are turned on and updated regularly. They often cannot find a server.**	**X***	**IT is working hard to react quickly when there is a problem. However, this doesn't help the teacher in the moment.**
	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 *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 2, 4, & 6, AA students score 17-46% more students scored <50% than all students.**	**X**Area of concern Area of strength	**A conscious effort needs to be made to put a focus on our AA students, to monitor their progress throughout the year, and mitigate teaching using the data.**
	Benchmarks: **Writing**	**X**Area of concern **X**Area of strength	**All grade levels lowered their needs intervention groups to one or two students. However, there are still more than half the students in several grade levels that are approaching. Writing is a large focus for 17-18. Huge gains are expected.**
	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 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: **ELD Reclassification**	Area of concern **X**Area of strength	**20% of our ELD students reclassified last year. However, we do hope to increase this number. We feel that the writing program will be a key factor in our ELD relcassification.**
	Other:	Area of concern Area of strength	
Student Support Data			
Choose 2	Attendance: **15-16 & 16-17 attendance data**	Area of concern **X**Area of strength	**Increased attendance by 1.03% from 34.58 in 115-16 to 95.61 in 16-17. We will continue to monitor attendance and work to reduce tardy students.**
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey: **Academic Motivation (15-16)**	Area of concern **X**Area of strength	**87% of VV 5th graders are motivated at school. They finish class assignments, try harder, work for mastery and persevere when the work is hard.**

	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	New goal this year. Writing instruction has been inconsistent between classes. Teachers are excited about a 'new' writing program.	By April of 2018, 80% of teachers will participate in twice monthly collaboration meetings for planning and reflecting on writing instruction using the Teachers College Units of Study for Writing curriculum, as measured by collaboration notes that include TC checklists and/or rubrics to evaluate unit post assessments once per trimester.	All Students	Teachers' College Units of Study for Writing student checklists and project rubrics.	Improve student achievement for all students. Accelerate student learning increases for ELL and low income students	Increase SBAC ELA Proficiency

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Professional Development - Teachers' College Writing Program	August	2209	LCFF
2	Provide Collaboration time twice monthly (i.e. extend two Wednesday collaboration days by 45 minutes)	Ongoing	500	LCFF
3	Assess students each trimester using NTCW rubrics	October/February/April		
4	Sub teachers for release days for teacher observe teacher	Ongoing	760	LCFF
5	Materials and Supplies (folders, sticky notes, pens, markers, paper, clips, chart paper)	Ongoing	3000	LCFF
6	Academic Conferencing	Trimester	300	LCFF
7	Parent Literacy Night - Storytelling	To be scheduled		
8	TCWP PD (Summer Institute-6 teachers attending. District funded.	July 25-30		
9	TCWP PD	ongoing	1500	LCFF
10	Hire part time intervention teacher to work with struggling students	Ongoing	4903	LCFF
11	Hire part time instructional aide	Ongoing	16216	LCFF

12	Purchase curriculum needed to support program	Ongoing		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	50% of 3rd-6th grade students met or exceeded math standards in numbers and operations at their current grade level.	By April 2018, 80% of teachers will administer and analyze as a grade level group, a practice SBAC like performance task at least twice during the year as measured by collaboration notes and student growth on the District Constructed Response.	All Students	Program constructed Response problems, Practice SBAC performance tasks	Improve Student Achievement for all, Accelerate student learning increases for ELL and low income students	In 2017-2018, 35% of Grade 6 students will score 70% or higher on the standards-aligned mathematics benchmark assessment items.

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	iXL Learning (3 year contract)	August 2017	2611	LCFF
2	Extended Calibration/Collaboration time	October/February	1500	LCFF
3	Family Math Night - Teach parents about performance tasks with time to play with their children; stations with math games for families.	October		
4	Academic Conferencing	Sept/Nov/Mar	300	LCFF
5	Teacher driven Professional Development	Ongoing	500	LCFF
6	Materials and Supplies - Visual timers, white boards, markers,	Throughout Year	4500	LCFF
7	Hire part time intervention teacher to work with struggling students	Ongoing	4902	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)	20% of ELD students were reclassified RFep in 2016-17.	By April 2018, 25% of our ELD students will be reclassified.	English Learners	Reclassification Criteria	Accelerate student learning increases for ELL and low income students.	EL Reclassification rate will increase by 2%

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Extended teacher collaboration/planning/PD uisng New Teachers' College Writing Program	Monthly	500	LCFF
2	Focused collaboration/planning time 1 Wednesday/month with grade level spans (K-1, 2-3, 4-6).	Monthly	300	LCFF
3	Academic Conferencing	September/November/March	1000	LCFF
4	Teachers will conference with each ELD student twice a month.	Throughout Year	300	LCFF
5	Materials and Supplies, folders, pens, paper, markers, chart paper	Throughout Year	3000	LCFF
6	TCWP Summer Institute PD			

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**
Closing the Achievement Gap	Using benchmark scores, writing growth was inconsistent throughout the classes. Some classes/grade levels showed AA students growth at 20% compared to other groups, while other classes/grade levels showed a drop.	By April 2018, teachers will conference twice a month with each AA student during writer's workshop as shown in writing conference notes.	African American Students	Teachers' College Writing Unit Assessment Writing conference notes.	Improve student achievement for all students.	Increase SBAC ELA proficiency by 10%.

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	AA professionals from the community will speak to classes and/or grade levels, followed by a pull out session with AA students. Provide speakers with framework. SSC members to organize.	monthly beginning in November		
2	AA students will have the opportunity to ask questions of the speaker and write them a thank you letter including at least two things they learned from the speaker. The letters will be mailed to the speakers.			
3	Teachers conference with AA students twice a month during TC Writers Workshop.	bi-monthly		
4	TCWP Summer Institute PD		2000	LCFF
5	No Place for Hate (see climate for costs)			
6	Pay for assemblies/contracts for students	Ongoing	1000	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 our students have been tardy 10 or more times during the 16-17 school year.	By April 2018, our tardy rates will be down to 33% as measured by Power School attendance reports.	All groups	PowerSchool Attendance reports	Improve student engagement and climate outcomes, and allocated services to EL and LI students.	Student responses on the LCAP Student Survey will show 2% increase in positive climate and safety related questions.

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Teachers give Mustang Moula for being on time. Have the day begin with an important task to encourage parents to not want the child to miss it (i.e. math facts assessment)	September 2017		
2	Teachers give class reward for whole class being on time, weekly, monthly...	October 2017	500	LCFF
3	Monthly recognition in class with certificates; Trimester recognition at an assembly,(No absences, no tardies, no more than 2 absences, no more than 2 tardies) Clerk extra hours	November, March, June		
4	Clerk will schedule conferences with families of students who are habitually absent/late.Clerk will use Connect Ed phone calls to reach families of students who are tardy each day or week.	Ongoing		
5	List of targeted students late 10+ times in 16-17 will be generated (Powerschool) to use for data and focus.	August 2017		
6	Rewards and prizes	Ongoing	500	LCFF
7	No Place for Hate (see climate for costs)			
8	Playworks			

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 Goal. Baseline year.	By April 2018, classroom climate will improve by 25% from initial survey.	All groups	Student survey given every 8-10 weeks. Referral data, Benchmarks.	Improve student engagement and climate outcomes, and allocate services to EL and LI students	Number of out-of-school suspensions will decrease by 3%.

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Brainolgy/Growth Mindset survey given	September 2017		
2	Teachers attend PD around mindfulness, mediation, yoga, No Place for Hate, Growth Mindset, Toolbox...	ongoing		
3	Teachers begin teaching Brainology	September 2017		
4	Provide Music Instruction (Funded in collaboration with Parents' Club) VAPA funds	September 2017		
5	Monitor every 8-10 weeks to determine if strategies are working.	Ongoing	500	LCFF
6	Hire Instructional Aide to support students struggling with behavior in the classroom.	August 2017		
7	materials and supplies: visual timers, instruments and equipment, CD's (music), fidgets, books	Ongoing		
8	Send teacher/Admin to conferences	As needed	4000	LCFF
9	No Place for Hate		2000	LCFF
10	Playworks			

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	75% of families are engaged at Valley View. They attend at least two family nights, Parent Club event, Back-to-School Night, Open House, and they volunteer at school.	At the Fall 2017 Back to School Night, teachers will share the Teachers' College Writing Process with families and showcase the baseline data for their student. At the Spring 2018 Open House, the students will showcase their writing for the year.	All groups	TCWP Unit assessments	Increase parent and community engagement, involvement, and satisfaction	California School Parent Survey will measure increase in engagement, involvement, and satisfaction.

Actions to Support Goal: (one action per line)		**By When:**	**Cost:**	**Site Funding Source**
1	Plan Back to School Night introduction to TCWP.	September 2017		
2	Plan Open House Writing Showcase	April 2017		
3	Family Nights (Math, Literacy, Science, Arts/Music - all common core infused.) VVParents' Club supports.	Monthly		
4	Materials and supplies for family nights.	Monthly		
5	Extra Hours for clerical to help support family events	Ongoing	1043	LCFF

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other #1

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**
ELA	3-6th grade students average growth was SS 73.5; GE =.7 on the STAR. This represents the minimum growth to progress one year.	By April of 2018, 50% of students scoring Below and Far Below on the STAR will gain 1.2 GE as measured by the STAR.	All students	STAR Benchmark and Monitoring	Increase student achievement for all students.	Grow 10 pts from 16-17 score to move closer to SBAC ELA level 3.

	Actions to Support Goal: (one action per line)	**By When:**	**Cost:**	**Site Funding Source**
1	Reading Intervention Teacher	September 2017		
2	Assess students (BPST, HFW, Fluency, STAR)	September 2017		
3	Group students for blocking	September 2017		
4	Monitor students throughout the year using BPST, HFW, Fluency, STAR. Readjust groups as needed.	Ongoing (~ every 8 weeks)		
5	Parent Literacy Night - Story Telling	schedule		
6	Online Subscription (iXL) for student use for homework and differentiation	done		
7	Students will use Accelerated Reader. Students will receive visual incentive(s).			
8	Purchase easy reader/high interest books to support students, especially boys, AA students, and EL students.		1000	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	61344	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	61,344.00

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.