

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **Claudia Velez**
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**BOARD OF EDUCATION
2017 - 2018**

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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: **June 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:

Claudia Velez

Typed name of school principal

Signature of school principal

Date

Maisha Cole

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**West Contra Costa Unified School District
Wilson 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	Caroline Clarke	6/18	
#2	Maisha Cole	6/18	
#3	Petra Quintana	6/18	
#4	Rubi De Leon	6/18	
#5	Nivette Mason	6/17	
<i>School/Other Members</i>			
Tchr #1	Christine Drouillard	6/18	
Tchr #2	Adrianna Escoto	6/18	
Tchr #3	Lori Breunig	6/18	X
Other	Julian Lin	6/18	
Principal	Claudia Velez	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 Wilson Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

Teaching, Learning, and Leading

If we are focused on foundational early literacy skills in our school wide RTI program, then student achievement will increase in all subject areas.

Adult Learning and Collaboration

If we individually and collectively reflect on our teaching practices and the implications they have on students, then our teaching methods will become more collaboratively student centered.

Student Culture and Climate

If adults and students develop and use efficacious mindset practices, then our school culture will be grounded in our dedication to growth and development.

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 to analyze benchmark assessment and survey data and share results with the SSC and stakeholder groups (ELAC, African American Advisory Committee)
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others ILT, African American Advisory Committee	Process: The various groups are presented information and asked for input based on the data and review recommendations by the ILT and SSC.	or	Process:
Step 3	SPSA strategies development	Process:	or	Process: ILT researches best practices and this information is then shared with the stakeholder groups for input, refinement
Step 4	Budget development	Process: The SSC develops budget to support the SPSA strategies	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: June 20, 2017		
Step 6	SPSA monitoring	Process: ILT and SSC	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
Staffing:	*
<input checked="" type="checkbox"/> Facilities maintenance: Due to the age of the facility we are often challenged by multiple issues (leaks, heating, broken windows, doors, plumbing, grounds safety problems- pavement...)	<input checked="" type="checkbox"/> * Work closely with facilities and maintenance to quickly resolve issues with the facility.
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
<input checked="" type="checkbox"/> Technology: The Wi-Fi often presents issues with multiple users now that all students are using tablets.	<input checked="" type="checkbox"/> * Work closely with IT to stay on top of issues so that students and teachers can make optimal use of tech resources.
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 and Accelerated Reader	Area of concern XArea of strength	Our students have made significant progress in reading growth and proficiency levels within the past two years. In the 2016-17 school year 68% of students increased their reading levels from 1 year to over 2 years.
	Benchmarks: Math	XArea of concern Area of strength	Our math scores and proficiency levels have been difficult to track due to the new math program. As this was the first year, the benchmarks did not necessarily correlate to the program. Therefore, it has been challenging to track our school wide math data.
	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: Reclassification	XArea of concern Area of strength	Although our number of reclassified students increased by 3% in the 2016-17 school year, we need to examine our ELD instruction and student levels to ensure we are giving students every opportunity to grow in acquiring English skills at high levels.
	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 XArea of strength	Attendance data shows that we had just over 94% for the year.
	Suspension	Area of concern XArea of strength	Suspensions decreased significantly between the 15-16 and 16-17 school year.
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	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	
	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	54% of students school wide are not reading at grade level as measured by the STAR/Early Literacy assessment.	There will be a 20% increase in the number of students reading at grade level by the end of the school year.	English language learners African American students School wide	English Language Arts (Star Reading Assessment) STAR/Early Literacy Assessment	1. Improve student achievement for all students and accelerate student learning increases for EL and low income, and foster youth students.	Grow 10 points from 2016-17 score to move closer to SBAC
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Develop and schedule plan for the bilingual aide to support student learning in ELA.		September 1st			
2	Purchase a daily morning practice curriculum to support ongoing ELA skills for students, and other materials and supplies.		September 30th	1200	LCFF	
3	Develop, present, and facilitate all staff and grade level collaboration opportunities to increase dialogue and best practice teaching strategies throughout the ELA curriculum including A/R collaboration.		Ongoing and ending May 30th	1900	LCFF	
4	Hire Grad Tutors to meet and support the needs of at-risk students		Ongoing	12000	LCFF	
5	Hire Grad Tutors to meet and support the needs of at-risk students.		Ongoing and ending May 30th	30000	Title I	
6	Tutor at risk students after school in foundational reading and comprehension skills.		Beginning in September and ending in May 2018	1500	LCFF	
7	Pay Grad Tutor extra hours to work with students.		Ongoing			
8	Develop and facilitate parent/family events to increase their understanding of the ELA program and Common Core standards with the intent to build partnerships between school and home.		Ongoing and ending May 30th			

9	Engage teachers in professional development in the form of conferences and workshops and buy materials and supplies.	On going and through May 30th	3334	Title I
10	Conferences	Ongoing	1100	Title I
11	Pay for study trips.	Ongoing	2000	LCFF
12	Hire upper division tutor to work with small groups	Ongoing	5086	LCFF
13	Purchase materials and supplies for PD meetings.	Ongoing	500	LCFF
14	Purchase materials and supplies	Ongoing	1360	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	20% of students in 3rd-6th grade scored proficient on the math SBAC.	100% of students in 3rd-6th grade will take standards based assessments every 4 weeks to gauge progress and differentiate accordingly. By August 2018 the math proficiency on the SBAC for students in 3rd- 6th grade will increase by 20%.	All students in 3rd-6th grade	Teacher created assessments, My Math Curriculum assessments, and SBAC.	1. Improve student achievement for all students and accelerate student learning increases for EL and foster youth low income students.	Grow 15 points to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Plan, develop and provide teachers the time and resources needs to effectively analyze data as well and plan instruction to support all students in accelerating learning. Develop a plan for professional development centered around multiple methods (best practices) and collaboration at all grade levels		Ongoing and ending May 30th	2500	LCFF	
2	Present parents with information and educational workshops on the math curriculum at Coffee Chats and evening workshops.		Ongoing and ending May 30th			
3	After school tutoring to accelerate and remediate math learning.		Beginning late September and ending May 2018	1500	LCFF	
4	Purchase math materials to support instruction including tech		By September 30th 2018	1000	Title I	
5	Hire a grad tutor to support upper grade math classes and work with intervention students		September 2017	26670	Title I	
6	Purchase materials and supplies for PD meetings, including light refreshments for meetings		Beginning in November and ongoing throughout the year	2272	LCFF	
7	Hire a upper division tutor to support upper grade math classes and work with intervention students		Ongoing	5000	LCFF	

8	Pay extra hours to Grad Tutors	Ongoing		
9	Pay for Star Math on line license for students	Ongoing	3500	Title I

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)	14% (increase of 3%) of English Language Learners were reclassified at the end of the 2016-17 school year.	By June 2018 the number of students reclassified will increase by 10%.	ELD students	STAR reading assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11% Increase rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase materials needed for the EL students		April 2018	683	Title I	
2	Plan and deliver professional development workshops for teachers focused on strategies to support the learning and advancement of English language learners.		January 2018	1500	LCFF	
3	Purchase materials and supplies for students; specifically book sets for small groups and Reading A-Z license		Ongoing	3475	Title I	

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Staff Support	35% (31% increase 2016-17)) of African American students in 2nd-6th grade are reading at grade level as measured by the end of year STAR reading assessment.	By the end of the 2017-18 school year the number of African American students reading at grade level or above will increase by 30%.	African American students in 2nd-6th grade	On going STAR assessment data	1.Improve student achievement for all students and accelerate student learning increases for EL and low income students.	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	The ILT will collaborate monthly to analyze data, determine next steps, and disseminate the data/action steps with all stakeholders.		Ongoing and through June 2018	500	LCFF	
2	Monthly meetings with the African American Advisory Committee will focus on how to increase academic achievement for African American students.		Monthly through May 2018	500	LCFF	
3	Ongoing teacher and staff collaboration will emphasize Efficacy and growth mindset practices as a means to promote a learning how to learn model in classrooms.		Ongoing	1500	LCFF	
4	Character development lessons will be implemented in conjunction with Efficacy practices school wide.		Ongoing			
5	Grad tutor to work with African American students during the school day		November 2017			
6	Offer after school tutoring to African American students to improve reading skills.		Beginning October 2017	1500	LCFF	
7	Purchase materials and supplies for students		Ongoing	1000	Title I	

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	Daily attendance numbers remained consistent at roughly 94% throughout the 2016-17 school year.	By June 2018 average daily attendance will increase by 1%.	All Students	Power School attendance records.	To provide systems, programs, and opportunities that directly support the socio-emotional well being and physical health of all 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	Recognize students with perfect attendance each trimester with certificates and motivational incentives.		At the end of each trimester	500	LCFF	
2	Speak to the importance of attendance at monthly parent meetings and in written monthly newsletters.		Monthly			
3	Carefully track attendance and meet with parents for whom student attendance is in need of improvement.		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	10% of the student population has a high number of referrals as measured by referrals to the office.	By June 2018 office referrals will decrease by 5% with the implementation of Best Practices, Efficacy, and mindset practices.	All students	Referral Data Student Survey Data	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	Plan school wide assemblies that will benefit the student's growth socially and academically		on- going	2500	LCFF	
2	Plan and deliver parent information workshops focused on student discipline as it relates to school climate issues.		On-going			
3	Purchase materials and supplies for PD		On-going	2000	LCFF	
4	Pay for contract for efficacy training		On-going			
5	Purchase materials and supplies for student learning (including sports equipment to support structured games on the playground)		On-going	3000	LCFF	
6	Pay for Study Trip		On-going	8000	LCFF	
7	50% Vice Principal		Ongoing	79976	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	There was a 50% increase in parent participation in the 2016-17 school year	By June 2018, African American parental engagement will increase by 50% through monthly community building events and consistent focus on the African American Advisory Committee as a support system.	All Students	Parent surveys Sign in Sheets	3. Increase parent 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.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Engage parents in learning about the Common Core Standards and how they relate to what students are learning in classrooms. Parents will be informed monthly at Coffee Chats and parent groups regarding ongoing data sharing, and relevant information about extended learning into the home. Parent events such as Ice cream social, Multicultural Night, STEM Night, Read Across America will be planned to encourage participation.		Beginning in September and ending in June 2018			
2	Purchase Mindset books for a parent book club, and materials and supplies (light refreshments) for parent meetings		By November 2018			
3	Partner with local community groups to provide parents with information needed to support their students.		Beginning in November and ongoing throughout the year			
4	Use translators for parent meetings, conferences, and other areas of need.		On-going			
5	Pay babysitting for use during parent meetings and school activities		On-going	475		Title I
6	Pay SCOW extra hours to work with parents		On-going			
7	Pay teachers for extra hours for parent events/meetings		On-going	941		Title I

8	Send parents to CAFE	On-going		
9	Provide materials and supplies for parent events	On-going	2210	Title I
10	Purchase light snacks for parent events	On-going	796	Title I
11	Purchase light snacks for parent events	On-going	214	Title I

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

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
Science	50% of students in grades K-6th engaged in hands on STEM lessons grounded in the Next Generation Science Standards (NGSS) at least 6 times in the 2016-17 school year.	BY June 2018 100% of students in grades K-6 will engage in hands on STEM lessons at least one time per month.	All Students	STEM Journals will show evidence of student learning and engagement.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth.	Grow 15 points to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Partner with Community Resources For Science- Teachers will attend workshops and have access to resources		Beginning in September 2017 and ongoing through June 2018	1000	LCFF	

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
Music and Arts Enrichment	<p>All students need exposure to enrichment activities during the school day that extend to and enhance the learning of other subjects. The continuation of a school wide music program will give students the opportunity to explore their own musical aptitude and creativeness as individuals and members of the group. The program theme "Community Music Making" will teach students how participation in music and arts contributes to healthy social life occasions.</p> <p>All students need to engage in and be exposed to multi media art form and activities.</p>	By June 2018 students in k-6th grade will have engaged in music and arts activities where they will explore choral and instrumental music with a focus on African and Mexican percussion instruments.	All Students	Reading and math benchmark scores will be tracked for progress in correlation to this music program as there is a focus on reading and writing music as an element of the program. School Attendance data will also be tracked as the music program will be a motivator for coming to school. A survey will be given to students and parents that will measure growth and components of musical attributes.	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	Engage students in age appropriate and developmental music activities in chorus, reading/writing, music, instrument explorations, and dance on a weekly basis- music contract		Beginning the end of September and ending in June 2018			
2	Performance by students for the parent community in the winter and spring.		December 2017 and Spring 2018			
3	Develop, administer, and share data from parent surveys to demonstrate and increase engagement.		May 2018			
4	Provide opportunities for parents to observe and volunteer during classroom music times to increase knowledge of the program.		Ongoing			
5	Facilitate a performing arts program.		Jan- June			

6	Take students to Richmond Art Center and Berkeley Art Museum and others for study trips	Jan-June	1000	LCFF
7	Take students on study trip to view a music/dance performance	Ongoing	1000	LCFF
8	Contract for Art Program	Ongoing	7000	LCFF

Overall Budget Summary

Summary of Costs

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	75398	0.00
LCFF	148294	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	148,294.00
Title I	75,398.00

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.