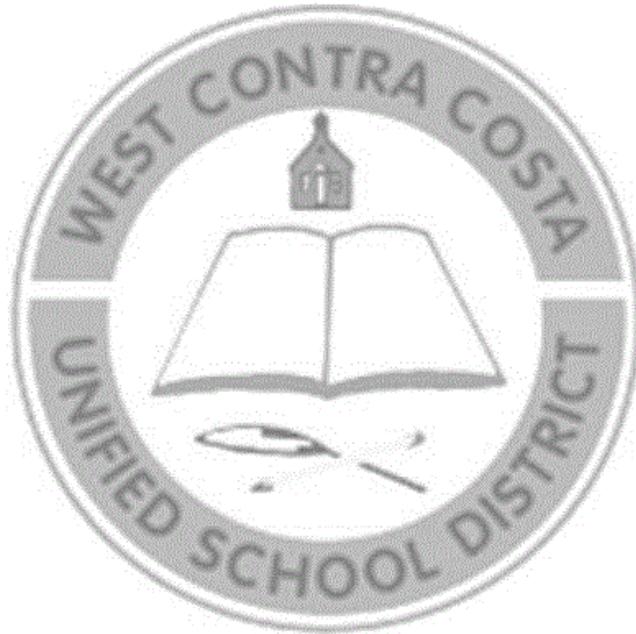


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

Coronado Elementary



Board Approval Date:	December 5, 2018
Contact Person:	Keilan Hunter
Principal:	Keilan Hunter
Address:	2100 Maine Avenue
City:	Richmond, CA 94804
Telephone Number:	231-1419
E-mail address:	khunter@wccusd.net



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

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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:
[Redacted]

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 Control Accountability 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: [Redacted]

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

[Redacted]

Typed name of school principal

[Redacted]

Signature of school principal

[Redacted]

Date

[Redacted]

Typed name of SSC Chair

[Redacted]

Signature of SSC Chair

[Redacted]

Date

Elementary 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	Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members				
Parent #1	Alma Esquivueda		2019	
Parent #2	Martha Martinez		2018	
Parent #3	Ana Lopez		2018	
Parent #4	Donna Smith		2019	
Parent #5	Jose Andrade		2018	
School/Other Members				
Teacher #1	Ann Daly-Mallard		2018	
Teacher #2	Patti Shannon		2019	
Teacher #3	Gail Mendes		2019	X
Other	Maria Valadez		2018	
Principal	Keilan Hunter			

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

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:
		Gather Data		Ms. Mendes & Mr. Hunter will gather data and present to the SSC
Step 2	Gather input from	Process:	or	Process:
		ELAC and AASAT		Mr. Andrade & Ms. Valadaz
Step 3	SPSA strategies development	Process:	or	Process:
		Development		Mr. Hunter & Ms. Mallard interview teachers, TNT, and ILT and present information to the SSC
Step 4	Budget development	Process:	or	Process:
		Analyze the needs of the school		Mr. Hunter along with admin staff analyze the needs of the school and present them to the SSC
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		Gather Data		Mr. Hunter will gather data and present to the SSC

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and 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.

WCCUSD LCAP GOALS **Goal 1: Improve Student Achievement**
Goal 2: Improve Instructional Practice
Goal 3: Increase Parent and Community Engagement and Involvement
Goal 4: Improve Student Engagement and School Climate Outcomes
Goal 5: Provide Basic Services to All Students

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

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 our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Coronado Theory of Action

At Coronado Elementary School, our mission is to provide the highest quality education in a secure, positive, and challenging environment for all students fostered by a cooperative effort between all key stakeholders. We aim for an atmosphere with respect for individual differences and community values.

STUDENT GOALS	TEACHER PRACTICE	PROFESSIONAL LEARNING
If students are going to ...	Assessment - Instruction - Curriculum <i>What will happen in every classroom to ensure student goals are met?</i>	And support will be provided by... (Professional Learning Systems)
<p>Increase SBAC ELA proficiency by 10% schoolwide</p> <p>By June 2019, 55% of students will be at grade level in expository writing.</p> <p>45% of students will be able to show evidence and solve a problem in Math (per rubric)</p> <p>Reclassify 80% of level 3 and 4 students as measured by the CELDT and 80% of Long Term English Learners (LTEs) will move 1 level</p> <p>50% of students in grades 3-6 will increase their reading level by 1.5 grade levels (AA) as measured by STAR</p> <p>70% students in 3-6 grades will be proficient on the Ren Star & Accelerated Reader</p> <p>We will reduce suspensions by 25% in grade 3-6</p>	<p>When we plan...</p> <ul style="list-style-type: none"> ● Look at Standards- Time to develop, purchase or create a writing program aligned to EW & Treasures ● PD on good formative assessment for Expository Writing ● Developing weekly formative assessments around EW ● Develop a schedule for formative assessment review ● Grade levels determine essential steps for learning EW- agreed common instruction ● Kids talking and sentence stems available (strategies) ● Pre & Mid-Year Benchmarks, Final Assessments ● Practice scoring to get calibrated ● Exemplar rubrics needed for each grade ● Reflect on prior practices & change as needed ● Treasures as a Scope & Sequence ● Make sure all materials are utilized and distributed ● Use of word walls ● Grouping ELs by CELDT level to differentiate support ● Establish agreed upon level of rigor for "Grade Level" for Expository Writing ● PD on SDAIE strategies ● Coordination w/ WCCUSD bilingual ● Protected time for grade level collaboration ● Support staff time for pull out for newcomers ● Use of focal students ● Frequent analysis of AR benchmarks ● PD on AA student needs and culturally responsive pedagogy ● Support w/ trauma informed instruction ● Foster a "we love to read" school culture ● Use of culturally relevant materials ● Book clubs and afterschool tutoring ● Field trips to augment learning ● Use of "Mentor teacher" for high fliers ● Implement Toolbox with Fidelity ● Use buddy teachers and buddy classrooms 	<ul style="list-style-type: none"> ● Calendar w/ benchmarks scheduled ● Build a culture of celebrating writing & bring in community ● Research and evaluate various writing programs ● District leadership & identify teachers to lead teams ● Leading and guiding PD on collaboration ● Encourage teachers to take advantage of district ELD training ● Capture and communicate the WHY of ELD ● Tag/Flag core group of ELs ● Daily ELD schedule enforced ● AA supports to focus on writing % enrolling families in that goal ● Literacy as a lifeline to the future ● Clear schedule with expectations ● Grade level assemblies 3-6 <p>Professional Development:</p> <ul style="list-style-type: none"> ● Wednesday 2x per month <p>Grade Level Collaboration:</p> <ul style="list-style-type: none"> ● Wednesday 2x per month <p>Instructional coaching:</p> <p>Leadership Teams</p> <p>ILT</p> <ul style="list-style-type: none"> ● Instructional focus for TOA goals (specifically reading and writing goals) ● Grade level collaboration facilitation ● Monitor STAR Reading Data ● Monitor progress of focal students <p>CARE Team</p> <ul style="list-style-type: none"> ● Tier 3 student supports <p>Culture & Climate</p> <ul style="list-style-type: none"> ● School wide PBIS implementation

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	STAR Early Literacy	Area of concern	
	STAR Reading	Area of concern	44% met expectation. However since the majority of the students in grades 3rd-6th are currently 1 grade or more below grade-level. Our students must at least increase their reading level by 1.5 to close the achievement gap.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other: African American	Area of concern	51% met expectation. However since the majority of the AA students in grades 3rd-6th are currently 1 grade or more below grade-level. Our students must at least increase their reading level by 1.5 to close the achievement gap.
	Other: English Learner	Area of concern	37% met expectations. The implications are we need to add another layer support for our growing number of newcomers and our large number of LTELS. This support could be in the form of a newcomer class.
Student Support Data			
Choose 2	Attendance	Area of concern	Overall attendance 92.25%. The implications were a major drop in attendance. Many factors could have led to the parents not turning in verification letters sent home,etc.
	Suspension	Area of concern	Suspensions went up slightly form 16-17. The implications were the majority came from two students. We also noticed that over 75% came from our AA students, who currently only make up around 30% of our student enrollment.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	23% of K-1 students and 26% of 2-6 students scored at/above proficient in writing as measured by CCSS Baseline writing prompt in March 2018.	By June 2018, 55% of K-1 students and 45% of 2nd-6th the students will be at or above proficient in expository writing incorporating academic vocabulary as measured by grade-level created rubrics.	Schoolwide	Grade Level Benchmarks.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY)	Goal 1: 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:	Title I Cost	LCFF Cost
1	47% Instructional Aide			ongoing	8173	
2	Hire Read Aloud Consultant to provide one on one intervention			Sep-June 2019	4000	
3	Hire Grad Tutors to provide intervention support and differentiation for targeted students			ongoing	0	0
4	Arrange study trips to provide background knowledge for narrative and expository writing			Oct-May 2019	0	0
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			ongoing	3750	750
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			ongoing	5970	1000
7	Hire part time TOSA to work with teachers coaching			ongoing	25069	25069
TOTAL					46962	26819

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	25% of K-6 students scored at/above proficient in solving math word problems as measured by grade-level created assessments/rubrics in March 2018.	By June 2018, 45% of students in grades K- 6th will be at or above proficient in solving grade appropriate math word problems incorporating academic vocabulary as measured by grade-level created rubrics.	All Students	Measured by grade-level created assessments/rubrics and district benchmarks.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Goal 1: 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:	Title I Cost	LCFF Cost
1	Provide after school tutoring for intervention for students who are below grade level (small group instruction)			October-April 2019	0	0
2	Purchase math students workbooks for each teacher to support students and other materials and supplies			Ongoing	624	
3	47% Instructional Aide			Ongoing	8137	
4	Hire Grad Tutors to provide intervention support and differentiation for targeted students			Ongoing	0	0
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	3959	750
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing	3704	1000
7						
TOTAL					16424	1750

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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)	35% of ELL students are at or above English language proficient as measured on the March 2018 ELD benchmarks.	By June 2018, 75% of ELL students in grades K- 6th will increase their English language proficiency in reading comprehension.	ELL's, scoring at the Early Intermediate, and Early Advanced as measured by ELD benchmarks.	STAR reading and ELD District Benchmarks.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Goal 1: Percent of students scoring Early Advanced/Advanced on the CELDT will increase by 3%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire Grad Tutors to provide intervention support and differentiation for K and 3rd grade during ELD. Grad tutors and volunteers help teach students one-on-one in small groups, to reinforce what is taught in the classroom			On-Going	0	0
2	Hire Read Aloud consultant to read to ELD students in English which help with language skills			October-May 2019		4000
3	Arrange Teachers provide to intervention for ELL students who are below grade level (small group instruction) in after school tutoring			Jan-May 2019	0	0
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-Going		411
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-Going	500	500
7						
TOTAL					500	4911

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American	End of the year STAR reading assessments showed that the African American students in grades 3rd-6th reading improved by half of a grade level.	By June 2018, 50% of the African American students in Grades 3rd-6th will have increased their reading levels by at least a grade and a half.	African American students in grades 3rd-6th	Star Reading Assessment and AR Quizzes	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Goal 1: Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Arrange teachers to provide intervention for AA students who are below grade level (small group instruction) in after school tutoring			On-Going	0	0
2	Study Trips (library/plays) for the AA students that is related to the content (literature)			On-Going	0	0
3	Create additional incentives for AR Quizzes			On-Going		
4	Additional teacher hours after-school hours for AA Parent Night focusing on literacy			February 2019	500	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-Going	500	250
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-Going	500	250
7						
TOTAL					1500	500

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Special Education and Inclusive Environments	16% of SPED students made 1 year of progress as measured on the June 2018 Star Reading Scores.	By June 2019, 50% of SPED students in grades K- 6th will increase their English language proficiency by a year or more in reading comprehension.	All students that have Individual Education Plans	STAR reading and ELD District Benchmarks	Improve student achievement for all students and accelerate student learning increases for Special Education (SpEd) Students.	Goal 1: Percent of students improving by 1 year will increase by 34%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				500	1000
7						
TOTAL					500	1500

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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
Social/Emotional Support for Students	There has been an increase in discipline referrals and suspensions particularly in grades 3-6 over the past two years, although suspensions went down 15%.	By June 2019, Fully incorporating Toolbox, Mindfulness, Music, Mindset, and the coordination of a community schools care team (school wide), we will increase student engagement and reinforce positive school climate referrals and suspensions will be reduced by 30% in grades 3rd-6th.	All	Surveys and discipline management reports/logs, and incident management reports/logs	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Goal 4: Suspension rates will decrease by 2%
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	zSharp Music Consultant teaches music appreciation, band, chorus, and the class is integrated with the content of classroom instruction. The music teacher works closely with the classroom teachers. In addition, we believe that this program enhances our academic program and provides a creative outlet for our students			September-June 2019	0	0
2	Recognize students with achievement, good citizenship, and attendance awards at daily assemblies, monthly Parent Night and individual classrooms to provide positive self-esteem and recognition for effort, respect and responsibility.			Monthly		
3	Hire a Vice Principal - 50% paid centrally					65511
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others			September-June 2019	19000	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-Going	294	1200
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-Going	6500	1200
7						
TOTAL					25794	67911

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 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	Approximately 45% of families participated in three or more school activities.	By June 2019, 66% of parents will have participated in at least 3 school-wide activities. Opportunities to participate in a school activity may consist of monthly Parent Night meetings, Back-to-School Night, Open House, ParentTeacher conferences, School Site Council, Dental Program, Study trips, Parent University, and other.	Schoolwide	Attendance Sheets, Sign-in sheets, Chaperones sheets, and Dental Forms	Increase parent and community engagement, involvement, and satisfaction.	Goal 3: 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:	Title I Cost	LCFF Cost
1	Purchase School Folders for students and parents that provides school activity such as school calendar, bell schedule, behavior, etc.			Aug 2018		500
2	Provide Parent Night Meetings, Literacy and Math Workshops, and study			On-Going		
3	Send parents to CABE			On-Going	0	0
4	Pay teachers for extra hours for parent events.			On-Going	500	
5	Provide light refreshments for parent events and meetings.			On-Going	250	
6	Offer translation for parent events and meetings.			On-Going	0	0
7	Arrange child care for parent events and meetings.			September-June 2019	515	
TOTAL					1265	500

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	103891	0
Title I	92945	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	103891
Title I	92945

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

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).

Professional Development: 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.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.