West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

DeJean Middle School

Board Approval Date:	December 5, 2018
Contact Person:	William McGee
Principal:	William McGee
Address:	3400 Macdonald Avenue
City:	Richmond, CA 94805
Telephone Number:	231-1430
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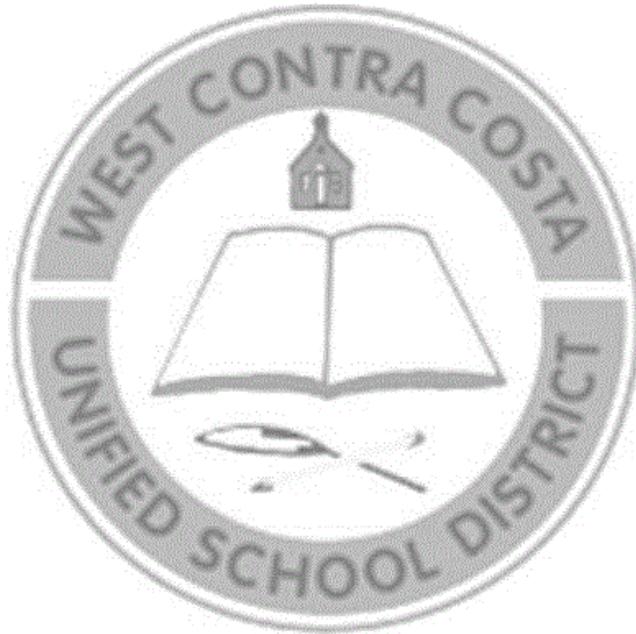
BOARD OF EDUCATION

2018 - 2019

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BOARD CLERK: MISTER PHILLIPS

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ELIZABETH BLOCK

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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:
ILT, teachers, families.

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: May 17, 2018

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:

Mr. William McGee		05/17/2018
Typed name of school principal	Signature of school principal	Date

Katherine Hurtado		05/17/2018
Typed name of SSC Chair	Signature of SSC Chair	Date

Secondary 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	Terms End on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Ms. Isela Cordero			06/2018	
Parent #2	Ms. Debra Hicks			06/2018	
Parent #3	Ms. Tiffani Mason			06/2019	
Student #1	Katherine Hurtado			06/2018	Chair Person
Student #2	Jorge Martinez			06/2018	
Student #3	Jevon Allen			06/2018	
School/Other Members					
Teacher #1	Ms. Mikeh George			06/2019	
Teacher #2	Ms. Belinda Lesser			06/2018	
Teacher #3	Ms. Promise Rose			06/2018	
Teacher #4	Ms. Ioulia Solovieva			06/2019	
Other	Ms. Maria Chavez			06/2018	
Principal	Mr. William McGee			Ongoing	

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 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:

	Task	SSC Actively Involved in Task	or	Task Delegated to
		Choose one task management option for each step		
Step 1	Analyze local assessment data	Process: SSC involved in monitoring.	or	Process: ILT, Admin Team, Teachers at monthly ROCI cycle collaboration, the WCCUSD departments.
Step 2	Gather input from	Process:	or	Process: Teachers, parents/families, CBOs, students through surveys.
Step 3	SPSA strategies development	Process: SSC gives input on familial items.	or	Process ILT with department leads engage department on strategies, admin team guides for compliance.
Step 4	Budget development	Process: SSC	or	Process: Admin team, teacher requests/needs, classified requests/needs, working with State and Federal, CBOs.
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: SSC discussion, presentation of round one and round two monitoring.	or	Process: Department meetings, monthly ROCI, COST team.

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

De Jean Theory of Action

DeJean Theory of Action 2018-19:

If teachers are knowledgeable about the California Standards and they unpack them, then they will be able to implement high-quality lessons that are standards-based/focused, and students will demonstrate higher academic achievement on measured assessments.

Then we will observe teachers delivering high-quality lessons. Teachers will be able to unpack standards and have objectives identifiable by standard.

We will reach the goal of students performing higher on assessments and students meeting state targets by the end of the school year.

ToA Statements from ILT:

1. Teaching and Learning: If students are allowed to show proficiency through multiple methods using various mediums. We will see students taking ownership of their own learning and they will create a project that can be used for multiple classes.
2. Adult Learning and Collaboration: If we implement the DDI cycle to fidelity, and examine data on a consistent basis...we will have teachers that will be able to adjust and develop lesson plans based on student's needs.
3. Student Culture and Climate:
   a. If we explore growth mindset/efficacy lessons weekly, inclusive of strategies (which)...we will see students take ownership of their learning and see failure as data and feedback and improve their learning.
   b. If we implement monthly events...we will see an increase in student achievement and resilience

School focus is organized around 3 areas:
- What we teach
  a. Standards based lesson planning
  b. Project Read
- How we teach
  a. Academic Discourse
  b. Collab using data to inform instruction
  c. 1:1 tablet initiative
- School & classroom culture
  a. Pioneer Project
  b. TRACKS
  c. Houses
  d. Homeroom
  e. PBIS/RJ

So That: We will reach the goal of students performing higher on assessments and students meeting state targets by the end of the school year.	**Then** we will observe teachers delivering high-quality lessons. Teachers will be able to unpack standards and have objectives identifiable by standard.	**If** teachers are knowledgeable about the California Standards and they unpack them, then they will be able to implement high-quality lessons that are standards-based/focused, and students will demonstrate higher academic achievement on measured assessments.
Student Goals	**Teacher Practice** (Curriculum, Assessment, Pedagogy, Climate, Family Engagement)	**Systems for Professional Learning** (PD, collaboration, coaching)

Student Goals	Teacher Practice	Systems for Professional Learning

SPSA goals:
By June of 2019
 	
ELA students that are below grade level will
● Improve their reading score by 1.5 grade levels
● 80% of students will receive a 3 or higher on the SBAC Argumentative Rubric.
MATH
By January 2019, students will have a master of California Standards in Mathematics by scoring at least 60% on unit tests.
ELD by June 2019
● 80% of ELD 4 students will Reclassify
● 80% of ELs will move up a level
 	
HIST/SOC STUDIES
By May 2019, 60% of LDMS students will score 70% or higher on final DBQ written assessment.
 	
MUSIC
By June 8, 2018, DeJean students will present music at five or more community gatherings outside of DeJean Middle School.
	Curriculum:
	1. Plan standards based lessons from district curriculum
	2. Homeroom:
	   a. Project Read - Literacy strategies
	   b. Growth Mindset
	3. Read 180 for SPED intervention
	
	Instruction:
	1. Board Configuration
	   a. Content Standard Objective
	   b. Language Objective
	2. Tablet based lesson integrated at least once per week
	3. By May 2019, 100% of core teachers will be using sentence starters to implement academic discussions.
	   a. Twice per month
	   b. Using evidence
	   c. In pair shares
	4. By June, each teacher will invite a peer twice to observe the implementation.
	What will students be able to do as a result of teacher instruction?
	Students will…..
	1. **Explain thinking verbally**
	2. **Be more resourceful**
	3. **Become independent learners and thinkers**
	4. **Can articulate their point of thought**
	Assessment:
	1. Common Department created formative assessments uploaded to illuminate - used in ROCI Wednesdays
	2. STAR Reading
	   a. 1.5 grade level increase
		Below the Green Line
		
		Professional Development:
		
		● High leverage academic practices/focus strategies
		   ○ Academic discourse
		   ○
		Wed Collab:
		
		1. Academic Discourse - led by Project Read & ILT
		2. ROCI in Departments
		   a.
		3. PBIS focus
		   a.
		4. Tech Integration in Departments
		   a.
		Department Support during Wed Collab:
		
		1. McClymont with Math, Electives and Social Studies
		   ○ Math
		     ■
		   ○ Electives
		     ■
		   ○ Social Studies
		     ■
		2. Valdez with Science, ELA, SpEd
		   ○ Science
		     ■
		   ○ ELA
		     ■
		   ○ SpEd
		     ■

PE
By April 2018, 25% of LDMS boys and girls will score passing 4 out of 6 on the California PFT test.

This years focus will be on the mile run part of the PFT test. As of right now we are looking to increase the number of boys and girls completing the mile in under 11 minutes for girls and under 10:30 for boys by 20%.

3. SBAC

School Culture/Climate:
- TRACKS (trustworthy, respectful, accountable, curious, kind, and safe)
  - Teachers will…
    - Have TRACKs posted in their classroom
    - Teachers will utilize the TRACKS app for reward system
    -

- PBiS? This is in the sys of prof learning section but is not in this section - what are the school wide expectations?
  - Use C/C Developed lesson plans delivered through Homeroom
  - Teachers continuously building relationships in their classroom
  - Teach and reinforce social-emotional skills connected
  - Language:
    - TRACKS language
    - Refer to core expectations / rules
      - The why?
- Semi-circle/reparation attempt (community agreements)
  - How do you feel about the working environment for adults on our campus?
    - Your response should only include adult relationships.
      - Respond in five sentences or less
      - Don't use any names
    - 1st - is reading
    - 2nd - what'd you hear/common themes
    - 3rd - The Why protocol or how do we move from hurt to healing
    - Wordal
1. Pioneer project (Student lead conference)
   a. Family engagement in academics

Students will…..

3. McGee with PE (and Classified)
   - PE
     -
   - Classified
     -
4. ~~Arash~~ supporting ELD/Math team: (stay connected to Angela Barra from district)

ILT:

1. Lead ROCI in their Depts during Wed Collab
2. Developing Academic Discourse in Classroom - acting as early adopters & models as this work is launched
3. Is there a goal of building adult capacity within ILT so that others can co-facilitate?

Coaching:

1. SIP providing targeted coaching to 4 teachers in ELD/Math House

Systems Team:
1. Monitor, tighten, and ensure school systems are effective and systematized
2. Create school wide instructional, culture / climate alignment
3.

TN Members	Role	Role in implementation of plan
Will McGee	Principal	Systems Team: • Big picture planning for collaborative structures • Monitoring progress
Athena Valdez	Assistant Principal	Systems Team: • Big picture planning for collaborative structures • Monitoring progress Lead of Academic Discussion PD/Collaboration: • Integrate work of Project Read team to support facilitation of Wed Collab focus
Sam McClymont	Assistant Principal	Systems Team: • Lead of...
Adam Bright	History Teacher - dept chair ILT & Project Read member	Leads History Dept Collaboration time ILT member - contribute to focus on Academic Discourse focus
Promise Rose	Science Teacher - dept chair ILT and Project Read	
John Cable		

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		
STAR Reading	Area of concern and strength	We implemented a school-wide assessment on reading and found that majority of our students were below grade level in reading. To address, we created the learning center so students had an opportunity to practice their reading. We noticed an increase from test administration one to two. A concern is the fidelity of implementation of the learning center. We would like to restructure it to have one person pulling data and working on student files.
Benchmarks:	Area of concern	
Benchmarks:	Area of concern	
SBA:	Area of concern	We seen an increase our SBAC ELA scores from 8% to 11% proficient. We want to continue work on getting students to become more proficient with achievement.
LTEL Data:	Area of concern	
ELPAC	Area of strength	17 students reclassified
GPA	Area of concern	
Credits Earned	Area of concern	
Other:	Area of concern	
Other:	Area of concern	
Student Support Data		
Attendance	Area of concern	
Suspension	Area of strength	Decrease in suspensions, but there's a need for more effective interventions.
Parent/Community Survey	Area of concern	
Healthy Kids Survey	Area of strength	Highest percentage of staff, students, and parents surveyed. Awaiting the data.
Other:	Area of concern	
Other:	Area of concern	

(Left side labels: "Choose 3" for Academic Data section, "Choose 2" for Student Support Data section)

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	In 2017-18, the average reading level for 7th grade was 4.0 and 8th grade was 4.8 as measured by the STAR.	By June 2019, students that are below grade level will improve their reading score by 1.5 grade levels.	All	STAR test	1: Improve student achievement	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	Conduct and pay for student trips.			On-going		5000
2	Purchase classroom libraries and other ELA materials.			On-going		1000
3	Pay teachers extra hours for after school tutoring.			On-going	3000	
4	Project read teachers will support and work with staff to support school wide literacy stategies.			On-going		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing	500	13000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
7	Centrally paid Grad Tutoring working with students after school for tutoring.			Ongoing	500	2500
				TOTAL	**4000**	**22500**

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	72% of students did not meet standards and 21% near met standards.	By January 2019, students will have a master of California Standards in Mathematics by scoring at least 60% on unit tests.	All	Unit test, SBAC results.	1: Impove student achievement.	Grow 15 points to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Conduct and pay for study trips.			On-going		5000
2	Central paid Grad Tutor works with student after school for tutoring.			On-going		1000
3	Pay teachers extra hours for after school tutoring.			Sept - May	3594	
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		19000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			On-going	650	2500
				TOTAL	**4244**	**28500**

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	19 students RFEP in the 2017-2018 school year.	We will increase by 20% the number of ELD 4 students that will reclassify by June 2019	ELs	ELPAC	1: Improve student achievement.	Growth on the ELPAC and reclassification.
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Centrally funded fulltime Grad Tutor with working directly with ELD students.			On-going		
2	Teachers will tutor after school.			On-going	1000	
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					8000
4	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					2000
5	Send teachers/admin to CABE					2000
6						
7						
				TOTAL	1000	12000

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	There were 3% of students that were eligible to participate in the program honoring African American student achievement in the 2017-2018 school year.	By May 2019, 10% of our African American students will be eligible to participate in the District's African American Student recognition ceremony.	African American Students	District criterion	4: Improve student engagement and school climate outcomes.	Report CA Healthy Kids Survey key findings and subgroup comparison.
	Actions to Support Goal: (one action per line)			By When:	Title I Cost	LCFF Cost
1	Full Service Community Coordinator will support the African American students			On-going		5069
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					5000
3	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1600
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000
5						
6						
7						
				TOTAL	0	12669

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	No baseline data available.	By Jun 2019, 80% of students will meet their individual goals for Math and English, as written in their IEP.	Students in the Special Education Program.	Data from IEP.	1: Improve student achievement.	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	Special Ed teachers will collaboration and discuss how the students will meet their indivdual goals.			On-going		500
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			On-going		1140
3	Send teacher/admin to Special Ed conferences			On-going		500
4	School Psycholigist will work with Sprecial Ed students on weekly daily basis.			On-going		
5						
6						
7						
				TOTAL	**0**	**2140**

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	Suspension rates decreased by 42% in the 2017-2018 school year.	Suspension rate will decrease an addition 10% over last year.	All	CHKS, SWIS data	4: Improve student engagement and school climate outcomes.	(1) Percent students chronically absent will decrease by 3%, (2) 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	Student incentives, lunch and after school avitivites including light snacks.			On-going		5000
2	Pay for Restorative Justice Coordinator to work with students on conflict mediation and work with staff to support RJ practices.			On-going	48854	15000
3	Pay for conferences for tutors and admin in and out of state			On-going	6765	5000
4	Pay for extra clerical hours.			On-going	1500	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					15000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			On-going	1403	
7	Conduct and pay for study trips.			On-going		5000
				TOTAL	**58522**	**45000**

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	We took a risk and changed the way we conducted Open House and Back to School Night by hosting Student Led Conferences. We had over 50% of our families attend these conferences.	Have 75% of families attend Student Led Conferences session one and session two.	All	Sign in sheets, written reflections from families.	3: Increase parent and community engagement and involvement.	Report key findings from California School Parent Survey measuring engagement, involvment, and satisfaction.
Actions to Support Goal: (one action per line)				**By When:**	**Title I Cost**	**LCFF Cost**
1	Materials and supplies for parents.			On-going		200
2	Guest speakers, classes for parents to learn how to support their child.			On-going		
3	Pay for part time SCOW to work with parents.			August - June		23395
4	Pay extra hours for Admin and clerical to work at parent events.			On-going		4000
5	Provide light refreshments for parent events and meetings.			On-going	421	1000
6	Offer translation and babysitting for parent events and meetings.			On-going	1000	
7	Pay SCOW extra hours for parent events.			On-going	650	
				TOTAL	**2071**	**28595**

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	151404	0
Title I	69837	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	151404
Title I	69837

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 activites 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.