

**West Contra Costa Unified School District
J.O. Ford Elementary School
Title I - Schoolwide**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



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

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Required Student Achievement Plan

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Math
ELD
African American
Attendance
School Climate
Parent Involvement

Optional Student Achievement Plan

Science
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Other 1
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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: **5/3/17**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

<u>Teresa Barrera</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
<u>Jessica Peregrina</u>	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

**West Contra Costa Unified School District
J.O. Ford 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	Irma Flores	June 2019	
#2	Virginia Cuevas	June 2018	
#3	Maria Garcia	June 2018	
#4	Jessica Peregrina	June 2019	X
#5	Petronila Fernandes	June 2019	
<i>School/Other Members</i>			
Tchr #1	Doris Garry	Aug 2017	
Tchr #2	Abigail Prather	Aug 2017	
Tchr #3	Francisco Ortiz	June 2018	
Other	TBD		
Principal	Teresa Barrera	n/a	

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

Theory of Action

Teaching, Learning, and Leading: If we consistently use data to drive instruction, maintain high expectations for all students, adapt and differentiate to meet students' needs, and implement a student-centered approach which explicitly connects classroom learning with the real world and students' lives, then students will believe their learning is meaningful and important, take ownership of their learning, and make academic gains.

Adult Learning and Collaboration:

If we engage in professional development that is personalized, empowering, and adaptive, maintain a growth mindset lens, practice distributed leadership, and collaborate with intentionality, then we will retain high quality teachers who significantly impact students.

School Culture and Climate: If we approach discipline from a restorative justice lens, implement trauma informed practices, and implement PBIS, then students will learn from their mistakes, meet behavioral expectations (show respect, make good decisions, fix problems), and feel connected to the school community.

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: Presented at SSC meetings for review and input after teacher analysis	or	Process:
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC Others	Process: Presented at Faculty, ELAC and SSC meetings	or	Process:
Step 3	SPSA strategies development	Process: Strategy decisions are discussed at Faculty Meetings, Instructional Leadership Team Meetings, SSC Meetings, and input is gathered via parent surveys.	or	Process:
Step 4	Budget development	Process: Parents, staff, and faculty participate in the budget development during SSC meetings	or	Process:
Step 5	Finalize and submit SPSA for School Board Approval	Date: TBD		
Step 6	SPSA monitoring	Process: Principal, SSC members, and faculty provide input	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
<input checked="" type="checkbox"/> Staffing: Loss in teacher mid-year, loss of graduate tutor mid-year	*
Facilities maintenance:	*
<input checked="" type="checkbox"/> Facility capacity (space for classrooms/programs): Limited space for non-teaching staff, i.e. Y-Team counselors, Playworks program	*
Safety:	*
Materials availability:	*
<input checked="" type="checkbox"/> Technology: We do not have enough tablet carts for each classroom	*
<input checked="" type="checkbox"/> Fiscal Support: Our budget will not support a full-time Vice-Principal	*
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 data 3rd-6th	XArea of concern Area of strength	Students are making growth, but not all students are making one year's growth in a year. Furthermore, students who are below grade level need to make accelerated progress (more than one year's growth in one year).
	Benchmarks:	Area of concern Area of strength	
	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: CELDT data K-6th	XArea of concern Area of strength	In reviewing CELDT data in conjunction with our writing data, CELDT 3-5 students are making progress in writing, which will likely increase their ELD scores.
	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: STAR data African American students	Area of concern XArea of strength	Students are making adequate growth and exceeding the school average.
Other:	Area of concern Area of strength		
Student Support Data			
Choose 2	Attendance: Attendance rate	XArea of concern Area of strength	Current rate (91.33%) is a decrease from last year.
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other: Adapted CHKS survey 3rd-6th	Area of concern XArea of strength	The majority of students (approximately 90%) feel connected to the school and safe at the school "sometimes," "most of the time," or "always."
	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	From August 2016- April 2017, 3rd-6th graders made an average of 0.6 year's growth as measured by the STAR Reading Assessment.	From August 2017- April 2018, 3rd-6th graders will make an average of 0.8 year's growth as measured by the STAR Reading Assessment.	3rd through 6th grade	STAR Reading (Grades 3-6)	1 Improve student achievement for all students	Increase SBAC ELA proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Hire two tutors to provide individual and small group intervention strategies to accelerate the achievement of low performing students (one centrally-funded tutor and one site-funded tutor, which results in two total grad tutors)		Ongoing through May 2018	99015	LCFF	
2	Purchase non-fiction books, fiction books, and other supplementary reading and CCSS materials for a wide-range of reading levels at every grade (including leveled Spanish books and Scholastic subscriptions)		Fall 2017	3000	Title I	
3	Provide sub release days/teacher collaboration time (including time with Learning Center staff)		Ongoing through May 2018	4425	Title I	
4	Organize study trips to provide depth and hands-on real-world experiences to enhance skills, knowledge, and vocabulary in content areas		Ongoing through May 2018	8000	LCFF	
5	Purchase materials and supplies to support reading and writing skills (i.e. writing workshop supplies) across content areas		Fall 2017	3000	Title I	
6	Provide professional development opportunities for teachers both onsite and offsite (i.e. Lucy Calkins, Lesson Study, Differentiated Instruction, Rime Magic, Close Reading, Informational Text, Inquiry, Project Based Learning, CABE conference)		Ongoing through May 2018	7000	Title I	
7	Timecard teachers to tutor after school		Ongoing through May 2018	2000	LCFF	
8	Purchase materials for AR Incentive Program (including photo development)		Ongoing through May 2018	1000	Title I	
9	Extra teacher hours for Micro Society		Ongoing through May 2018	1400	LCFF	
10	Purchase technology subscriptions (i.e. NewsEla)		Fall 2017	1000	Title I	

11	Study trips for students	Ongoing	4000	Title I
12	Provide sub release days/teacher collaboration time (including time with Learning Center staff)	Ongoing through May 2018	2313	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	In 2017, 30% of 3rd-6th grade students performed "above, at, or near the standard" in the area of Concepts & Procedures: Applying mathematical concepts and procedures, as measured by SBAC.	In 2018, 40% of 3rd-6th grade students will perform "above, at, or near the standard" in the area of Concepts & Procedures: Applying mathematical concepts and procedures, as measured by SBAC.	3rd-6th graders	Site assessments	Improve student achievement for all students	Increase SBAC Math proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Timecard teachers to tutor after school		Ongoing through May 2018	2173	LCFF	
2	Supplemental materials/supplies		Ongoing through May 2018	3000	Title I	
3	Provide sub release days/teacher collaboration time (including time with Learning Center staff)		Ongoing through May 2018	4424	Title I	
4	Provide sub release days/teacher collaboration time (including time with Learning Center staff)		Ongoing through May 2018	5000	LCFF	

Student Achievement

English Language Development (ELD)

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	In May 2017, 76% of K-6th grade English Learners, CELDT Level 3-5, demonstrated proficiency in grade level writing conventions as measured by the average score of 3 common writing assessments. (An average score of 3/4 demonstrated proficiency.)	By June 2018, 80% of K-6th grade English Learners, CELDT Level 3-5, will demonstrate proficiency in grade level writing conventions as measured by the average score of 3 common writing assessments. (An average score of 3/4 demonstrated proficiency.)	English Learners CELDT Level 3-5 in grades K-6	3 Common grade level specific writing assessments (1 district benchmark, 2 teacher selected)	1. Improve student achievement for all students and accelerate student learning increases for English learners	EL Reclassification rate will increase
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Schedule sub release days for academic conferences/data chats and teacher professional development/collaboration targeting daily, rigorous English Language Development (ELD) instruction that incorporates research based best practices.		Ongoing through May 2018	4425	Title I	
2	Supplement Treasures ELD with authentic, culturally relevant literature, read-alouds, leveled and guided reading materials. Purchase classroom materials and supplies for informational text, close reading activities and other strategies that support the California Common Core State Standards (ie. post it notes, highlighters, bookmarks, etc.).		Fall 2018	500	Title I	
3	Differentiate and scaffold instruction daily based on identified needs of English Learners by blocking/regrouping by ability levels.		Ongoing through May 2018			
4	Write daily in different genres, content areas and different formats using writing frames in Wonders ELD Booklet. Use the ELD Notebooks/Journals.		Ongoing through May 2018			
5	Use tutor to provide individual and small group instruction for newcomer/ELD students		Ongoing through May 2018	22983	Title I	
6	Use Guided Language Acquisition Design (GLAD) strategies and purchase supplies for GLAD		Ongoing through May 2018	2500	Title I	
7	Teacher professional development and conferences (CABE)		Ongoing through May 2018	6620	Title I	

8	Timecard teachers for additional tutoring hours targeting CELDT reclassification	Ongoing through May 2018	1500	LCFF
9	Purchase realia/supplies/graphics to help students access the core curriculum	Fall 2018	500	Title I
10	Materials and supplies for students	Ongoing	1500	LCFF
11	Schedule sub release days for academic conferences/data chats and teacher professional development/collaboration targeting daily, rigorous English Language Development (ELD) instruction that incorporates research based best practices.	Ongoing through May 2018	4000	LCFF

Student Achievement

African American

2017-2018 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Focus Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2017-18 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
African American students	From August 2016-April 2017, 3rd-6th grade African American students made an average of 0.68 year's growth (or more) as measured by the STAR Reading Assessment.	From August 2016-April 2017, 3rd-6th grade African American students will make an average of 0.8 year's growth (or more) as measured by the STAR Reading Assessment.	3rd-6th grade African American students	STAR Reading Assessment	Improve student achievement for all students	Increase SBAC ELA proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Teachers will review and analyze disaggregated STAR data to monitor the progress of African American students		End of each trimester			
2	Teachers will collaborate to develop curriculum and strategies to support African American students		Each unit			
3	Purchase culturally relevant literature and curricula		Fall 2018	2000	LCFF	
4	Purchase culturally relevant classroom materials		February 2017	2000	LCFF	
5	SCOW will personally invite the families of African American students (below grade level) to literacy events		ongoing			

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	As of April 2017, Ford's attendance rate was 91.33% for the 16-17 school year.	In the 2017-2018 school year, Ford's attendance rate will be increase by 0.5% to 91.83%.	All students	Attendance Rate (%ADA)	4. Improve student engagement and climate outcomes	Increase attendance rate
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Incentive program materials		Ongoing through May 2018	1000	Title I	
2	Timecard staff to organize incentive program		Ongoing through May 2018	700	LCFF	
3	Micro Society program materials		Ongoing through May 2018	3000	LCFF	
4	Timecard staff to organize Micro Society program		Ongoing through May 2018	1700	LCFF	
5	Regularly provide parents with information regarding attendance/truancy ("Pre-SART" workshops regarding intricacies of California Educational Code and promoting good attendance habits at each parent meeting)		Ongoing through May 2018			
6	Maintain Hall of Fame with student photographs		Ongoing through May 2018			
7	Extra hours for Clerical		Ongoing through May 2018			

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	In May 2017, 66% of 3rd-6th graders reported feeling "connected" and "safe" at Ford "most of the time/always" as measured by an adapted California Healthy Kids Survey.	In May 2018, 80% of 1st-6th graders will report feeling "connected" and "safe" at Ford "most of the time/always" as measured by an adapted California Healthy Kids Survey.	1st-6th grade students	Adapted California Healthy Kids Survey	Improve student engagement and climate outcomes,	Increase positive climate and safety
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Parent Workshops regarding how to address bullying		Ongoing through May 2018	2000	LCFF	
2	Facilitate Mindfulness Program		Ongoing through May 2018			
3	Purchase materials for Pride Assemblies		Ongoing through May 2018	1187	LCFF	
4	Implement Playworks program and develop Junior Coaches program		Ongoing through May 2018			
5	Unconditional Education Coach via partnership with Seneca		Ongoing through May 2018			
6	Involve lower grades in safety and community building programs and activities		Ongoing through May 2018			
7	Contract for Mindfulness Program		Ongoing through May 2018	10000	LCFF	
8	Purchase materials and supplies for students		Ongoing through May 2018	3000	Title I	
9	Conferences		Ongoing through May 2018	12000	LCFF	
10	Purchase materials and supplies for students		Ongoing through May 2018	2000	LCFF	
11	Contract for Students		Ongoing through May 2018	2000	LCFF	
12	Conferences		Ongoing through May 2018	1000	Title I	

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	From August 2016-April 2017, 3rd-6th graders made an average of 0.6 year's growth as measured by the STAR Reading Assessment.	By June 2018, 75% of parents (of students who are below grade level in reading, as measured by STAR) who attend Ford parent literacy workshops will report that the workshop was informative and useful as measured by parent feedback forms given at the end of each workshop.	All students	Parent feedback forms	Increase parent engagement, involvement and satisfaction.	Increase SBAC ELA proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Schedule family events (i.e.Family Literacy Night, Family Math and Science Nights, Family Fun and Activity Event, Family MicroSociety Night, Parent Appreciation Night and Talent Show, Latino Parent Presentation) provided by teachers and other community members (Extra hours for teachers to plan and attend events)		Ongoing through June 2018	2000	LCFF	
2	Purchase light refreshments for parent events, including literacy workshops		Ongoing through June 2018	1500	Title I	
3	Provide English/Spanish translation for parent events, including literacy workshops		Ongoing through June 2018	2000	Title I	
4	Purchase materials and supplies including duplication costs for parent workshops and a parent lending library (materials to be used at home to improve literacy and mathematics skills)		Ongoing through June 2018	298	Title I	
5	Provide child care services for parent workshops, including literacy workshops		Ongoing through June 2018	1143	Title I	
6	Provide health and human services to families by the School Community Outreach Worker, who will oversee the activities in the Family Resource Center		Ongoing through June 2018			
7	Parent communication via robocalls, newsletters, calendars, and bulletin board.		Ongoing through June 2018			

8	Extra hours for School Community Outreach Worker to monitor and reach out to targeted student/parent population	Ongoing through June 2018	400	LCFF
9	Extra teacher hours for parent events	Ongoing through June 2018	1961	Title I
10	Provide English/Spanish translation for parent events, including literacy workshops	Ongoing through June 2018	2000	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	80279	0.00
LCFF	169888	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	169,888.00
Title I	80,279.00

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.