

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

DOWNER ELEMENTARY



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Chris Read
<b>Principal:</b>	Chris Read
<b>Address:</b>	1231 18th Street
<b>City:</b>	San Pablo, CA 94806
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**BOARD OF EDUCATION**

**2018 - 2019**

**BOARD PRESIDENT: VALERIE CUEVAS**

**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

**ELIZABETH BLOCK**

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**TOM PANAS**

**SUPERINTENDENT**

**MATTHEW DUFFY**

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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:

Instructional Leadership Team

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: June 5, 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:

Chris Read

Typed name of school principal

Signature of school principal

6/8/18

Date

Edith Rosillo/Aida Ayala

Typed name of SSC Chair

Signature of SSC Chair

6/18/18

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				
<b>Parent #1</b>	Aida Ayala		3/19	
<b>Parent #2</b>	Maragarita Manzo		3/19	
<b>Parent #3</b>	Norma Prado		2/20	
<b>Parent #4</b>	Edith Rosillo		3/19	
<b>Parent #5</b>	Tamisha Walker		2/20	
School/Other Members				
<b>Teacher #1</b>	Joeseph Bodell		10/19	
<b>Teacher #2</b>	Joe Fitzgerald		3/19	
<b>Teacher #3</b>	Sylvia Trillia		3/19	
<b>Other</b>	Gloria Orozco		12/18	
<b>Principal</b>	Marco Gonzales		Continuous	

**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
<b>Step 1</b>	<b>Analyze local assessment data</b>	Process:	Process:
		The SSC reviewed data through the progress monitoring process	or
<b>Step 2</b>	<b>Gather input from</b>	Process:	Process:
		Instructional Leadership Team	or
<b>Step 3</b>	<b>SPSA strategies development</b>	Process:	Process:
		ILT and SSC members discussed the strategies in their respective meetings. Mr. Gonzales provide a draft of the SPSA	or
<b>Step 4</b>	<b>Budget development</b>	Process:	Process:
		The principal provided an initial draft recommendation of the budget for discussion with the SSC. The draft was previously shared with the ILT.	or
<b>Step 5</b>	<b>Finalize and submit SPSA for School Board Approval</b>	Date: 5/17/2018	
<b>Step 6</b>	<b>SPSA monitoring</b>	Process:	Process:
		Round One and Round two were completed in 2018.	or

## 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**

[Downer Theory of Action](#)



## E. M. Downer Theory of Action

Frame based on District Focus	If we...	Then we will see...	Actions
Teaching and Learning	Implement common instructional practices that are aligned with in grade levels and across grade levels	Students accelerate their growth beyond one year	<ul style="list-style-type: none"> <li>&gt;Leveled reading, writing and math</li> <li>&gt;College writing project</li> <li>&gt;Intervention groups</li> </ul>
Teaching and Learning Culture and Climate	Provide students with multiple creative and experiential opportunities	Students who identify their personal strengths and feel they are an integral part of the school community	<ul style="list-style-type: none"> <li>&gt;Creative Arts Initiative</li> <li>&gt;Study Trips, Special Projects, Assemblies</li> </ul>
Culture and Climate	Explicitly celebrate the culture, language and individual strengths of students and families	Acceptance and empathy towards each other and appropriate social and emotional development	<ul style="list-style-type: none"> <li>&gt; Toolbox</li> <li>&gt; Restorative Justice</li> <li>&gt; Cross Cultural Events</li> </ul>
Adult Learning and Collaboration	Expand the amount of time teachers work in Professional Learning Communities	A higher level of communication and collaboration in order to develop and maintain a set of common instructional practices	<ul style="list-style-type: none"> <li>&gt; Pre-Service Days, Release Days and Wednesday PD for Planning</li> </ul>

## 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			
<b>Choose 3</b>	STAR Early Literacy	Area of concern	
	STAR Reading	Area of concern	56% of students are on target to make one years growth. The 2018-2019 target goal is 75%..
	Benchmarks:	Area of concern	
	Benchmarks:	N/A	
	SBA:	N/A	
	LTEL Data:	N/A	
	ELPAC	Area of concern	For the 2018-2019 school year we will increase our ELPAC scores by 10%
	Other: STAR Math	Area of concern	59% of students are on target to make one year's growth. The goal is 75%.
	Other:	N/A	
Student Support Data			
<b>Choose 2</b>	Attendance	Area of concern	The school ADA % current at (93.18%) is still below the District target of 95%.
	Suspension	Area of concern	There have been 45 suspends to date. This number surpasses the 27 suspension last year.
	Parent/Community Survey	N/A	
	Healthy Kids Survey	N/A	Only a few students received permission to take the Healthy Kids Survey
	Other: Student referrals	Area of concern	We have 302 referrals to date, this number surpasses 220 referrals from last year, a 27% increase.
	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	56% of students are on target to make one year's growth on STAR Reading for the 2017-2018 school year.	75% of students will make one year's growth on the STAR Assessment by the end of 2018-2019 school year	Kinder-6th	STAR Reading	Goal 1 Improve student achievement	Increase STAR Proficiency
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Instructional aides and a Literacy Coach will be hired to provide intervention services.			August 2018	70311	
2	Hire part time Library Aide			August 2018		11027
3	Teachers will provide after school tutoring.			June 2019		2000
4	Teachers will implement Leveled Reading and Teacher's College Writing Program strategies. Sub teachers will be used to release teachers for training.			August 2018	3000	2000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			June 2019	3000	4000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation, collaboration time and teacher extra hours for training.			June 2019	1943	7000
7	Students will take study trips and write about their experiences			June 2019	4000	3371
<b>TOTAL</b>					<b>82254</b>	<b>29398</b>

#### 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	59% of students are on target to make one year's growth on STAR Math for the 2017-2018 school year	75% of students will make one year's growth on the STAR Math Test.	1st through 6th	STAR Math Results	Goal 1 Improve student achievement	Increase STAR Proficiency
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	A Math Coach will be hired to support math instruction.			August 2018		70311
2	The teachers will train the after school program Group Leaders to play games and do other activities to reinforce basic math facts.			June 2019		
3	The after school program Group Leaders will reinforce basic math fact instruction by playing the games in the My Math program.			June 2019		
4	Teachers will use STAR Math to assess student proficiency three times a year			May 2019		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			June 2019	1500	2400
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			June 2019	1200	1200
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			June 2019	500	500
<b>TOTAL</b>					<b>3200</b>	<b>74411</b>

## 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)	45 students were reclassified in the 2017-2018 school year.	We will increase last years number by 30% increase of EL students who are reclassified.	2nd through 6th grade	STAR and ELPAC	1.1 Improve student achievement for all students	Increase of reclassified students
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Students close to meeting reclassification requirements (ELPAC and STAR Reading) will be targeted for after school tutoring groups			October 2018		1500
2	Students will be organized into ELD groups, by grade level and performance level. These groups will be based on sub section test scores of ELPAC and STAR Data.			September 2018		
3						
4	Funds will be utilized for teachers, classified staff and parents to attend CAFE and other conferences to learn best practices and proven strategies for English Learners.			June 2019	1000	2500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			June 2019	500	500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			June 2019	500	500
7	The implementation of the Dual language Model for bilingual education will begin with two kinder classes. Materials and supplies will be purchased. Professional development will be provided to the teachers and other staff.			August 2018	500	500
<b>TOTAL</b>					<b>2500</b>	<b>5500</b>

#### 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	25% of AA students made one year's growth in STAR Reading and Math as of April 2018	50% of 2nd through 6th grade AA students will make at least one year progress on the STAR Reading by the end of the 2018-2019 school year.	AA students in 2nd through 6th grade	STAR Reading	1.1 Improve student achievement for all students	Increase STAR Proficiency
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Parents will be informed through various parent engagement strategies including phone calls and parent conferences of the CAASSP Scores from Spring 2018 and informed of the correlation to the STAR Reading Assessment Results.			September 2018		
2	A personal or phone conference will be conducted with 100% of our AA students. Parents will be told of the student's current performance level, including the Fall STAR Reading results and discuss individual academic goals.			September 2018		
3	Purchase materials and supplies for students: instructional material including books, which reflect the experience of AA students and by AA authors			June 2019		300
4	An AA Parent Advisory Council will meet monthly, supplies, materials and meeting snacks will be provided.			June 2019	200	
5	Parent meetings and other events will be conducted during the school year; supplies will be provided.			June 2019	500	200
6						
7						
<b>TOTAL</b>					<b>700</b>	<b>500</b>

**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	Currently 15 students of the 1-3 NSH class are mainstreamed into regular ed classrooms	100% of students in the NSH class will be mainstreamed into regular ed classrooms.	1st-3rd NSH students	Count of mainstreamed students	1.1 Improve student achievement for all students	Increased mainstreaming of Sp Ed students.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	The NSH classroom teacher will collaborate with regular ed teachers to create a placement option for each student, at least two times a year during release time and collaboration time.			September 2018		
2	The NSH, RSP, Speech Therapist and School Psychologist will collaborate with the Principal or Vice Principal once per quarter to create an Instructional Support Program model for full implementation in 2019-2020 school year.			March 2019		
3						
4						
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>0</b>

**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	As of April 2018, 302 student had been referred to the office. This is an increase from 233 in April of 2017.	By the end of the 2018-2019 school year there will be a 30% reduction in the number of referrals to the office as compared to 2017-2018	Kindergarten through 6th grade	Number of referrals	4.2 Improve student engagement and climate outcomes	Reduce the number of student referrals
<b>Insert your Discipline Matrix Link here [ ]</b>						
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Consultant Contracts will be developed with the Bay Area Community Resources to co-fund a Beacon School Coordinator			August 2018	15000	
2	Consultant Contracts will be developed with the Mindful Life.			September 2018		12000
3	Student discipline data will be collected and analyzed at the end of each month by the school climate team and CARE Team.			June 2019		
4	SST Meetings will be conducted for students with more than three office referrals in one month in order to create an action plan to improve behavior.			June 2019		
5	Purchase materials and supplies for students including Incentives.			June 2019	832	3002
6						
7						
<b>TOTAL</b>					<b>15832</b>	<b>15002</b>

**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	Currently approximately 10 of the parents attend the weekly parent meetings	In the 2018-2019 year approximately 15 parents in attendance at the weekly Parent Meeting on Friday mornings.	Parents of all students	Number of meetings and record of attendance,	3.1 increase parent engagement, involvement and satisfaction	Minimum of 50 families at each Family Learning Night
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	The School Community Outreach Worker will organize weekly parent meetings including setting agendas and recruiting presenters.			September 2018		
2	Conduct weekly parent meetings to address topics developed by school staff and based on parent request.			June 2019		
3	The School Community Outreach Worker will recruit and organize parents in volunteer roles in the school.			June 2019		
4	Establish a functioning ELAC to address reclassification, long term English Learners and ELPAC data.					
5	Provide light refreshments for parent events and meetings.				1092	
6						
7						
<b>TOTAL</b>					<b>1092</b>	<b>0</b>

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Other 2**

<b>2018-2019 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
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
Visual and Performing arts	During the 2017-2018 school year 140 students were enrolled in after school arts programs	By the end of the 2018 2019 school year, we will maintain the number of students who will be enrolled in the afterschool music and arts programs to activate student achievement and engagement	Kinder through 6th grade	End of the year enrollment and attendance records,	1.1 Improve student achievement for all students	Increase the number of participants in after school performing and visual arts classes.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	After school music, dance, art and multi-media classes will be provided by teachers and other staff			June 2019		3000
2	Consultant Services contract will be developed with the EBCPA for Artist in the Classroom			June 2019		10000
3	Consultant Services contract will be developed with the California Symphony.			June 2019	10000	
4	Consultant Service contract will be developed with the World Story Exchange.			June 2019	4000	6000
5	Students will go on study trips to musical and theatrical performances			June 2019	7000	
6	Extra teacher time used for classroom arts instruction.			June 2019		
7						
<b>TOTAL</b>					<b>21000</b>	<b>19000</b>

**Overall Budget Summary**

**Summary of Costs**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
<b>LCFF</b>	143811	0
<b>Title I</b>	126578	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	143811
<b>Title I</b>	126578

## **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.