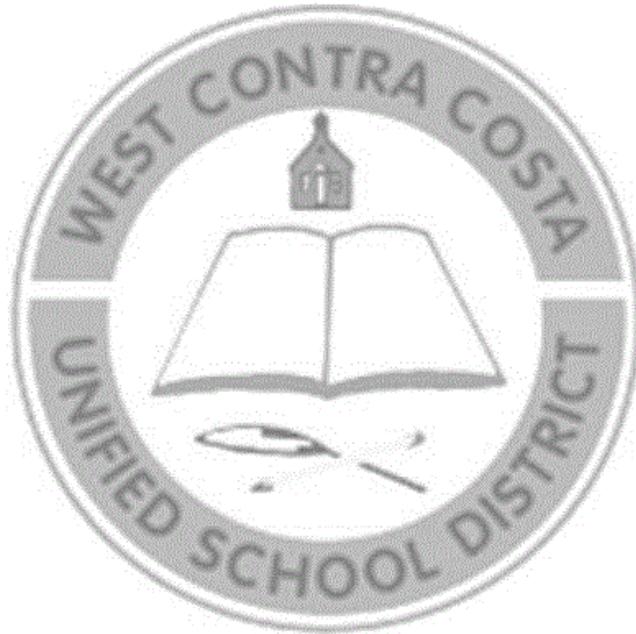


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

PINOLE VALLEY HIGH SCHOOL



Board Approval Date:	December 5, 2018
Contact Person:	_____
Principal:	Kibby Kleiman
Address:	2900 Pinole Valley Road
City:	Pinole, CA 94564
Telephone Number:	231-1442
E-mail address:	kkleiman@wccusd.net



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

**ELIZABETH BLOCK
MADELINE KRONENBERG
TOM PANAS**

**SUPERINTENDENT
MATTHEW DUFFY**

Table of Contents

OVERVIEW	School Site Council (SSC) Recommendations and Assurances SSC Roster Stakeholder Involvement Executive Summary Theory of Action Data Analysis
-----------------	---

REQUIRED ACTION PLAN FOR STUDENT ACHIEVEMENT	ELA Math ELD African American Student Achievement Special Education and Inclusive Environment Social/Emotional Support for Students Parent Involvement
---	--

OPTIONAL ACTION PLAN FOR STUDENT ACHIEVEMENT	Attendance Science History/Social Studies ILT Goals Other 1 Other 2
---	--

SUMMARY	Overall Budget Summary Agreements Title I Centralized Services
----------------	--

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

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	Telma Escobar			
Parent #2	Theresa Dade-Boone		June 2019	
Parent #3	Julie Maier		June 2020	
Student #1	Annett Tamayo		June 2019	
Student #2	Lestyn Park		June 2019	
Student #3	Destiny Mallari		June 2019	
School/Other Members				
Teacher #1	Dana Schurr		June 2020	
Teacher #2	Will Heyward		June 2019	
Teacher #3	Dayna Dibble		June 2019	
Teacher #4	Corrina Carlile		June 2020	
Other	Alma Landeros		June 2020	
Principal	Kibby Kleiman		June 2020	

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 Classroom teachers

1 Other school staff

1 Principal

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

Pinole Valley High Theory of Action



PINOLE VALLEY HIGH SCHOOL

2900 Pinole Valley Rd. Pinole, CA 94564 510-231-1442

Matthew Duffy, Superintendent

Kibby Kleiman, Principal

Ryan Kolb, Assistant Principal

Amar Nalic, Assistant

Theory of Action—Pinole Valley High School

Implementation of the International Baccalaureate program is our vision for Pinole Valley High School.

LEARNING AND TEACHING

- 1) We are eager to improve both standardized tests and college placement. To make our students competitive beyond Pinole Valley High School we want to have a method to test our students beyond classroom letter grades and expose them to the skills they need for higher education. We want this pedagogy to be well rounded, asking students to master multiple disciplines at a high level. The rigor required for getting an IB diploma (for completing a full curriculum) or an IB certificate (for getting a passing score in one or more IB classes) will demonstrate that our students have shown academic success on an assessment regarded as a challenging and comprehensive test of knowledge and skills
- 2) We want a high intensity and impactful pedagogy from our teachers, we want them to use the resources of students and the mix of technology to promote independent learning and group work. The type of teaching that is expected in advanced level classes brought to the entire school community, where students work on real-world issues, held to a high standard and being assessed and challenged to produce work meaningful for them and the community.

STUDENT CULTURE and CLIMATE

- 3) We want our students to have the confidence and stamina to complete deeper academic tasks. By starting in the freshmen and sophomore year, we believe that students will be able to fulfill this demand by the time they are juniors and seniors. We want the culture of deeper learning to grow root and to blossom for graduates so that when they pursue college and career after PVHS, they will have mastered both independent learning and directed tasks. If we are able to enroll large numbers of juniors and seniors into IB classes, then we will see improvements in terms of student engagement, stamina and independence. We want students also to access the world around them and display and demonstrate knowledge of events outside their community, region and nation in an increasingly multicultural world.
- 4) We recognize that we are in competition with other schools in the District and across the region. Pinole Valley wants to create academically what we have established with the fine arts and sports, a place that has a unique identity that draws residents and non-residents alike. The program of learning should be one that draws students and families with an interest in advanced academic achievement and for those who aspire to the same in mainstream classes too. We want our school to be appealing for students and families who want a college prep experience along with our already rich student life.

ADULT LEARNING AND COLLABORATION

- 5) The program we want to offer should actively engage our students, parents, and community stakeholders. We will need a lot of buy in to start this academically demanding program and it will require our teachers to get training and ongoing education to master the material. Once having gotten trained in a program, those teachers will be expected and capable of delivering quality instruction not to specialized students but all school wide. Parents and guardians will be active participants in the program of study and will need to be involved in every part from the induction through assessment.

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 Reading	Area of strength	Pinole Valley continues to make progress towards our 1.5 GLE improvement yearly. We will expand our range by including stakeholders outside of ELA, Math, SS and Science
	Benchmarks: ELA	Area of concern	Wanting to see more passing scores on Advanced Placement. Many students test, but fewer than 20% are getting better than "3" on the exams. More time focused on both AP teachers and support services (AP boot camp?)
	Benchmarks: Math	Area of concern	A better year ahead, PV increasing by 5x the number of students who are taking AP level mathematics. Changing graduation path, we hope to see more students a-g eligible as we start with Geo, then go to Alg. Much more after school support now on campus
	SBA:	Area of strength	PV has committed significant human and time resources here. We are the only school to show 5% growth in both ELA and Math. Whole staff has worked at the exam and we have broken down test to prep in the Winter/Spring. Will continue to provide diagnostic and practice work for students heading in, and continue hands on, computer time for reducing affective filter
	LTEL Data:	Area of strength	Veteran EL staff committed to improving our already strong RFEP numbers. PV will support reading program and schedule so as to maxime LTEL's performance. Will do more meeting time with SDAIE teachers to support LTEL students in terms of strategies.
	ELPAC	Area of concern	Went to training, and supported staff getting comfort. Waiting on early results and will address from there
	GPA	Area of concern	Standard distribution better because of improved math scores. Much work on grade 9 needed as failure rate leads to lack of retention. Design in place for an adjunct committee to do focus on freshmen class
	Credits Earned	Area of concern	Also a concern at PV, with only a 6-period day; if a student falls behind, they almost have to take summer, or PLATO. We are pleased to have improved attendance at each, but another adjunct committee is working on scheduling and anticipating going to a 7-period day in 2019-20
	Other: Arts and Music	Area of strength	Wanting to expand the number of students enrolled in these strong school programs. PV is committed to authentic assessment here by way of performance, adding competitions and contest entry to improve both product and recognition
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of strength	Able to maintain 95% rate for the past three years, want to continue to sustain that and do outreach to lower the figure for 2018-19
	Suspension	Area of concern	To continue to reduce numbers in particular of African American, boys, Socio economic disadvantaged, through intervention and programs to do preventative care
	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	As of Jan. 1st, 2018, 12% of 9th-12th graders demonstrated mastery on the Common Core aligned District Reading/Language Benchmark 1.	By May, 2019, we will improve our SBAC scores by 5% in ELA	All	Gates McGinitie Reading, SBAC, EAP exam and Benchmarks	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Raise the number of students at Meeting or Exceeding by 10% for the 2018-19 SBAC
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase testing materials to assess students reading scores at start of year and at the end			September 2018		4000
2	Allow release time for teachers to plan, create assessments and support			September 2018		1500
3	Library materials			January 2019		2500
4	Study trips and on site visits to support			October 2018		12500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September 2018		12515
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			September 2018		5000
7	Pay for teachers/admin to attend conferences			Ongoing		4500
TOTAL					0	42515

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	We are at only 2% at or above standard for African Americans in SBAC Math in the past two years and need to show improvement starting now in order to meet our goal of being a California Distinguished School.	To improve our SBAC results by raising 5% more students to meeting or exceeding standard over the next few years	EL's, Disadvantaged Youth, African American and Latino	Practice SBAC tests and prep	Improve student achievement for all students and accelerate student learning increases for English Learners, Low Income and foster youth	Increase the number of students who are at level 3 and beyond to the state average
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Math Specialists in and outside the classroom			September 2018		
2	Release time for SBAC support and collaborative exam, lesson planning			October 2018		1500
3	Tutoring support			August 2018		8000
4	Recognitions and functions for high achieving and most improved			October 2018		2000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018		7000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018		5000
7	Pay for conferences for teachers/admin			September 2018		4500
TOTAL					0	28000

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)	217 students are failing 1 or more core classes in 2017-2018 meant that they needed to take summer school, repeat a course, or be dropped to another school.. Of these 65% have failing grades in Math. 25% have failing grades in one or more English class	85% of EL students will receive passing grades in all core curriculum. 207 students in all	English language learners	ELPAC, SBAC, Gates McGinitie, Grades,	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	UC/CSU completion rate will increase by 7%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire bilingual graduate tutor			August 2018		75522
2	Support for student Study trips and access to community			August 2018		4500
3	Teacher time to be released into mainstream classes to reverse the large number of failing EL's			Ongoing		3500
4	After school tutoring for EL and SDAIE support			September 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018		7500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			August 2018		2500
7	Pay for teachers/admin to attend conferences			September 2018		2500
TOTAL					0	96022

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	Measure the student overall grades and attendance. African Americans are ranked below other subgroups on a-g completion. SBAC test results will be compared from consecutive years	Improve attendance by 2%. Improve SBAC scores and a-g completion by 10% at the end of June 2019	African American	A-G completion rates, attendance and SBAC scores	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 10 points from 2017-2018 score to move closer to SBAC ELA level 3. Grow 15 points from 2017-18 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	Support SCOW (see parent section for costs)			Ongoing		
2	More Admin access through quarterly meetings with AA families			October 2018		
3	Additional hours for transcript analysis and support			October 2018		1500
4	Attendance audit and regular reporting			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September 2018		5000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			September 2018		4000
7	Pay for conferences for students/admin			October 2018		4500
TOTAL					0	15000

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	25% of the SPED students still receiving one or more F in mainstream class	To reduce this number by 5% so that only 20% of SPED are failing mainstream	SPED	Grades, Gates McGinitie, SBAC	Improve student achievement for all students and accelerate student learning	Improve the number of SPED getting diplomas by 5%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Tutoring support			Ongoing		1500
2	Class day support for more push in resources			Ongoing		
3	Study trips and in school visits for SPED			Fall 2018		2000
4	Academy and linked learning outreach			Ongoing		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			August 2018		1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			September 2018		500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			August 2018		550
TOTAL					0	5550

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	450 students visiting the Health Center for services this school year	To continue to serve the student population. To track the efficacy of the program and we want to make sure we have 90% retention of our most frequent users	All	Attendance, SBAC, a-g	Improve student achievement for all students and accelerate student learning	Increase retention of our most at risk students by 5%
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Survey staff, students to identify necessary groups			Fall 2018		
2	Provide celebration events and swag to support achievement and improvement			Winter 2018		
3	Provide a forum with support staff and teachers to clarify roles and goals			September 2018		
4	Have parent nights with Health Center staff to share out resources and responsibilities			Winter 2018		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			September 2018		15000
6	Pay for contracts for students			October 2018		74000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support. Also, provide light snacks.			September 2018		7000
TOTAL					0	96000

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	320 parents at Open House, Back to School	Improve attendance by 5%	All	Attendance, and CHKS input	To Improve student achievement for all students and accelerate student learning	Get 50% of parents at one or more school function
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Office Hours and Coffee meetings during school to meet Admin, Staff			September 2018		4000
2	Invite parents for Math nights and other academic nights (IB)			Fall 2018		
3	Provide more recognition and honors nights for parents to celebrate their own			Fall 2018		500
4	Establish parent presence at WASC and other subcommittees			Fall 2018		
5	Provide light refreshments for parent events and meetings.			September 2018		2000
6	Offer extra teacher hours for teachers to attend parent events			Ongoing		4000
7	Pay for 40% SCOW to work with parents			September 2018		18716
TOTAL					0	29216

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

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
Attendance	Student attendance for 2017-2018 was 95%	Maintain 95% attendance average	All students	A2A attendance logs	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Maintain and improve on the 95% attendance
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.			October 2018		2000
2	Recognition swag celebrating achievement and improvements			November 2018		
3	Monitor grades			Ongoing		
4	Get full input on CHKS and when complete, review data with all stakeholders, and drive future S3 monies towards areas of high need.			Winter 2018		
5						
6						
7						
TOTAL					0	2000

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	314303	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	314303
Title I	0

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.