

**West Contra Costa Unified School District  
Bayview Elementary School  
Title I - Schoolwide**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2017 - 2018**



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

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### Required Student Achievement Plan

ELA  
Math  
ELD  
African American  
Attendance  
School Climate  
Parent Involvement

### Optional Student Achievement Plan

Science  
History/Social Studies  
ILT Goals  
Other 1  
Other 2

- Overall Budget Summary
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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: **June 2017**.
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:

**Armando Torres**

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

**Michael Edwards**

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**West Contra Costa Unified School District**  
**Bayview 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:
<b><i>Parent/Community Members</i></b>			
#1	<b>Shameka Smith</b>	<b>10/31/17</b>	
#2	<b>Elizabeth Kenyon</b>	<b>10/31/17</b>	<b>X</b>
#3		<b>10/31/17</b>	
#4		<b>10/31/17</b>	
#5		<b>10/31/17</b>	
<b><i>School/Other Members</i></b>			
Tchr #1	<b>Michael Edwards</b>	<b>10/31/17</b>	<b>X</b>
Tchr #2	<b>Laura Colberg</b>	<b>10/31/17</b>	
Tchr #3	<b>Mary Levine</b>	<b>10/31/17</b>	
Other	<b>Gladis Duran</b>	<b>10/31/17</b>	
Principal	<b>Armando Torres</b>		

**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 Bayview Elementary School's specific SPSA plan of action for the 2017-18 school year.

## **Theory of Action**

If we continue to support and recognize the hard work of our teachers, provide training, PD, and provide space for leadership, We will retain high quality teachers who feel encouraged and motivated to continue to support education in our district.

If we engage our students in positive school environment and use universal language and common practice at our site, then our students will perform their best in a school where they feel welcome.

If we promote a culture of learning and teaching by implementing our Lucy Calkins writing practices, then we will see a steady academic growth of our students.

## 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>	Analyze local assessment data	Process:	or	Process: <b>Delegated to ILT, Coaches and Principal</b>
<b>Step 2</b>	Gather input from (check all that apply) <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> Others <b>1. Teacher Teams</b> <b>2. SST</b> <b>3. Parents and Students</b> <b>4. Other Staff (aides, clerical, custodial, ASP)</b>	Process:	or	Process: <b>Delegated to ILT and then input/recommendations are reported to SSC.</b>
<b>Step 3</b>	SPSA strategies development	Process:	or	Process: <b>Instructional strategies are delegated to ILT, presented to teachers and other staff, and then reviewed/modified by SSC.</b>  <b>Non-instructional strategies are same as above.</b>
<b>Step 4</b>	Budget development	Process:	or	Process: <b>Delegated to ILT and then reviewed/modified by SSC.</b>  <b>Note: ILT identifies priorities by gathering input from various stakeholder groups (i.e., parents, teachers, students, aides, other staff) and then by factoring in student achievement data. The principal then develops the budget based on priorities.</b>
<b>Step 5</b>	Finalize and submit SPSA for School Board Approval	Date:		
<b>Step 6</b>	SPSA monitoring	Process:	or	Process: <b>Delegated to ILT and then reported to SSC at least twice a year.</b>



## 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
Staffing: <b>High turn over of teachers. Appropriate training for yard supervisors</b>	* <b>Participate with HR in the hiring process.</b>
Facilities maintenance: <b>Building is old and out dated.</b>	* <b>Make the best of what I have.</b>
Facility capacity (space for classrooms/programs):	*
Safety: <b>Repeated break ins.</b>	* <b>Collaborate with San Pablo PD and district personnel.</b>
Materials availability:	*
Technology: <b>Inconsistent wi-fi and communication dead zones</b>	*
Fiscal Support:	*
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

	<b>Data Reviewed</b>	<b>Concern/Strength</b> <i>Determine if data results indicate an area of growth school wide or an area of concern/need</i>	<b>Description of Findings (400 character max)</b> <i>Provide a brief description of what the data shows/implications for instruction</i>
<b>Academic Data</b>			
<b>Choose 3</b>	Accelerated Reader/Star Reading: <b>Monthly progress of STAR</b>	XArea of concern Area of strength	<b>123 of the 346 2nd through 6th graders who tested in March have already achieved benchmark or above. This is 35%. 3rd grade has 55% of students already at benchmark or above.</b>
	Benchmarks:	XArea of concern Area of strength	<b>Benchmarks are optional and as currently designed do not demonstrate growth.</b>
	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:	XArea of concern Area of strength	<b>As of March, 2017, 32 students have been recommended for reclassification.</b>
	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:	Area of concern Area of strength	
Other:	Area of concern Area of strength		
<b>Student Support Data</b>			
<b>Choose 2</b>	Attendance: <b>ADA</b>	XArea of concern Area of strength	<b>Attendance still remains below district goal, and our goal.</b>
	Suspension <b>powerschool</b>	Area of concern XArea of strength	<b>Reduction from 101 suspensions the previous year to 5 as of April 2017.</b>
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	Area of concern Area of strength	
	Other:	Area of concern Area of strength	
	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	35% of students in grades 2 - 6 are on or above grade level according to Star Reading Data in March 2017.	By June 2018, 70% of students in grades 2-6 will be on or above grade level according to Star Reading.	All 2nd thru 6th graders.	STAR reading data.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY). Goal 1	Grow 10 points from 2016-17 score to move closer to SBAC ELA level 3.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Implement Workshop Instruction		September-May			
2	Use Data Driven Instructional meetings to drive instructional practice, thru academic conferencing emphasizing AR and writing.		September-May			
3	Facilitate Study Trips to enhance real world experiences.		As needed	12806	LCFF	
4	Purchase materials and Supplies, including on- line licenses		January 2018	4990	Title I	
5	Purchase materials and Supplies and on-line licenses (Reading A-Z)		Ongoing	10000	LCFF	
6	Pay teachers extra hours for after school tutoring.		Ongoing	2000	LCFF	
7	Hire part time coach to work with ELA teachers.		Sept 2018	57048	Title I	
8	Conduct Professional Development trainings and collaboration for teacher and staff.		Sept 2018	16500	Title I	
9	Hire Instructional Aide to support students with ELA		Sept 2018	9303	LCFF	
10	Hire Bilingual tutor		Ongoing	5500	LCFF	
11			Ongoing			

12	Student Incentives	Ongoing	2000	LCFF
14	Purchase Classroom Libraries	Ongoing	5000	LCFF
15	Supplies for PD	Ongoing	1400	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	Previous goals were based on benchmarks and could not identify growth.	By June 2018 40% of students will score "meets expectation" on the STAR math assessment.	All	STAR math.	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Grow 15 points from 2016-17 score to move closer to SBAC Math level 3.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Use Data Driven Instructional meetings to emphasize conceptual understanding and multiple methods.		September-May	2022	Title I	
2	Hire part time coach to work with Math teachers.		September-May	57048	LCFF	
3	Conduct study trips		As Needed	3000	LCFF	
4	Pay teachers extra hours for afterschool tutoring		Ongoing	2000	LCFF	
5	Purchase materials and supplies for students		Ongoing	5237	Title I	
6	Pay for materials, supplies and on-line licenses		Ongoing	5000	LCFF	
7	Conduct Professional Development trainings and offer collaboration time for teacher and staff		Ongoing	6500	Title I	
8	Purchase materials and supplies for students		Ongoing	3500	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)	As of March 2017, 32 students were recommended for reclassification.	By May 2018, we will increase number of students reclassifying by 25%, to 40 total.	English language learners	CELDT and STAR data	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	Increase rate to 11%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Use a Data Driven Instructional calendar		August-June			
2	Block Instruction.		August-June			
3	Recognize scholar's growth monthly		September-May			
4	Hire part time coach to work with designated and integrated					
5	Pay teachers extra hours to conduct after school tutoring in ELD instruction.			3452	LCFF	
6	Purchase materials and supplies for students.			5000	Title I	
7	Purchase materials and supplies for students			5000	LCFF	
8	Offer PD/Collaboration time to teachers.			1500	Title I	
9	Hire part time upper division tutor		On-going			
10	Conferences		On-going	5565	Title I	

## 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	19% of the suspensions were African American Girls last year.	Decrease the number of referrals and suspension by 50%	African American student population	Powerschool, STAR assessment and counts of meetings with the principal.	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	suspensions will decrease by 2%
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Meet with administrators for all African American families either by phone or in person re academic progress about their children, aware of services in school, the progress of the district, and academic goals of the school site.		On Going			
2	Thru support from the City of San Pablo, have weekly meetings with our AA Girls Group.		4 hours a week.			
3	Thru BACR counselors, Identify a cohort of girls to meet weekly re empowerment, belonging, and having a voice.		2 hours a week			
4	Meetings with the YMCA re support for our AA community around school climate, support, and pride.		1 hour a month			
5	Students are presented with conflict mediation strategies provided by Toolbox and Restorative practices.		Daily			
6	Established Clear discipline expectations and procedure with teachers and staff for students referred out of class.		Daily			
7	Review discipline referrals with teachers and staff on the reduction of referrals and suspensions.		Monthly			
8	principal will meet with the family of every AA student referred and/ or suspended in the 2016 2017 school year to discuss and raise awareness of academic achievement. .					



## 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	In the 2016-2017 school year, attendance was 93.04 % ADA.	By June 2018 student attendance will improve to 95% as measured by Monthly Attendance Report.	All students	Monthly attendance report	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain 95% or above attendance rate.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Monthly assembly to acknowledge perfect and improved attendance.		September-May			
2	Each student with 5 or more unexcused absences/tardies/leaving early in a trimester, based on data from powerschool and reported on school wide google doc., will meet with principal, teacher, and parent, in order to make parents aware of the importance of instructional minutes.		September-May			
3	Automated system and clerk call home daily; letters go home to all students with over 3 tardies and absences.		September-May			
4	All parent meeting will include a discussion or handout for attendance expectations.		September-May			
5	Review Truancy on Attendance2attendance letters 2x a month and set up meetings for principal and parents of truant students by Attendance Clerk.		September-May			
6	Purchase student incentives for perfect attendance.		On going		2000	LCFF
7	Purchase materials and supplies for student incentives		On going		500	LCFF

## 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	Suspensions decreased from 101 in 2015-2016 to 5 in 2016-2017 (as of April)	By June 2018 the number of suspensions will not exceed those in the 2016-2017 school year.	All	Powerschool data	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	Suspension rates will reduce by 2%.
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Team will be Toolbox trained.		September-June	2500	LCFF	
2	Weekly student incentives.		September-June	2639	Title I	
3	Purchase playworks sports equipment		Nov 2017	600	LCFF	
4	Contract for student assemblies		Jan 2018	2000	Title I	
5	Purchase supplies for visual and performing arts at Bayview		Feb 2018	2000	Title I	
6	Restorative Practice PD		On going	854	Title I	
7	Contract for Toolbox		On going	2,000	Title I	
8	Pay for contracts for students		On going	1000	LCFF	
9	Pay for contracts for students		On-going	1000	LCFF	
10	Clean Up student Club Materials		On going	1000	LCFF	
11	Purchase materials and supplies for students including incentives		On going	500	LCFF	
12	Purchase materials and supplies for PD		On going	1300	LCFF	
13	Contracts		On going	3000	LCFF	

14	Robotics contract	On going	8000	Title I
15	Snacks for student incentives	On going	1472	LCFF

## 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	15 %of parent participation attended at least one school event on the 2016-2017 school year.	By June 2018 Increase positive parent involvement in school activities and in classrooms by 30%	All	Actual parent involvement, sign-in sheets.	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete the California School Parent Survey. The number of parent responses will increase (3A).
<b>Actions to Support Goal: (one action per line)</b>			<b>By When:</b>	<b>Cost:</b>	<b>Site Funding Source</b>	
1	Communicate goals to all stakeholders		Before the end of August			
2	Identify all parent volunteers and set up 3 meetings for the year; Train parents to support ELD, workshop, supervision and TBD classroom support		beginning Jan			
3	Facilitate food and refreshments for Parent coffee clubs and Principal Chats		Throughout the school year		1000	Title I
4	Provide Childcare for Parent meetings		As needed		637	Title I
5	Offer parent translation for meetings and events		As needed		297	Title I
6	Facilitate Parents to attend CAFE		Winter 2017		1085	Title I
7	Begin an African American parent group to support, encourage, and improve the overall conditions of our school. This group will begin meeting monthly by November.		Monthly		1500	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	125624	750.00
LCFF	154381	11,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	143,381.00
Title I	124,874.00

## 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.