

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

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018



Board Approval Date: **November 19, 2017**
Contact Person: **David Ranch**
Principal: **David Ranch**
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**BOARD OF EDUCATION
2017 - 2018**

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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*)
Shared Decision Making

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: .
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:

David Ranch

Typed name of school principal

Signature of school principal

Date

Laura Reyes-Navarro

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**West Contra Costa Unified School District
Highland Elementary
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	Lucy Alfaro	10/1/18	
#2	Alexis Williams	10/1/18	
#3	Wendy Lopez	10/1/18	
#4	Imara Ampie	10/1/18	
#5	Laura Reyes	10/1/18	X
<i>School/Other Members</i>			
Tchr #1	Dani Lewis	10/1/18	
Tchr #2	Sheri Hasenfus	10/1/18	
Tchr #3	Francesca Mann	10/1/18	
Other	Linda Rhea	10/1/18	
Principal	David Ranch	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 Highland Elementary's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

1. If our veteran staff is given sufficient opportunity to de-privatize its practice through collaboration, peer observation, and shared objectives, best practices in teaching and learning will become normalized throughout the school.
2. If teachers, parents, and other staff have a range of opportunities for positive, productive, and engaging interactions with one another, school climate will benefit both in terms of parent satisfaction and student behavior.
3. If blended learning is thoughtfully incorporated into our classrooms, student learning will become more highly differentiated and self-directed.

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: SSC reviews 2016-17 Benchmark and STAR Reading Data and makes focus area recommendations.	or	Process:
Step 2	Gather input from (check all that apply) X ELAC X Others Shared Decision Making Comm.	Process: Pertinent sections of the plan are shared with advisory committees.	or	Process: GATE and ELAC parents dedicate their last meetings to evaluating progress toward objectives and making recommendations for the following year.
Step 3	SPSA strategies development	Process: Shared Decision Making and ILT make proposals to SSC.	or	Process:
Step 4	Budget development	Process: The principal uses the SPSA to guide the development of the budgets. Budgets are then shared with the SSC for approval.	or	Process: School administration develops a budget based on needs and desires developed by the SSC and the school staff. Draft budgets are then presented to these bodies for amendment and approval.
Step 5	Finalize and submit SPSA for School Board Approval	Date: October, 2017		
Step 6	SPSA monitoring	Process: Principal presents data to SSC and SSC participates in completing the monitoring forms. This happens twice during the year. The late spring monitoring is a key factor in the development of the SPSA for the following school year.	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
Staffing:	*
Facilities maintenance: Very old building; roof and plumbing issues.	* Water quality testing
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology: Tablets (particularly gen 2) are frequently not working; wi-fi spotty.	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support: Grade 6 Mathematics not aligned with CCSS	* New adoption or ENY
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: Site generated data	Area of concern <input checked="" type="checkbox"/> Area of strength	This is an area of relative strength. In the 2016-17 school year, students showed an average gain of 1.14 years reading growth.
	Benchmarks: ELA	<input checked="" type="checkbox"/> Area of concern Area of strength	Only 44% of students in grades 1-6 reached benchmark in ELA.
	Benchmarks: Math	Area of concern <input checked="" type="checkbox"/> Area of strength	
	Benchmarks: Math Interim Assessments	Area of concern Area of strength	
	SBA:	Area of concern Area of strength	
	AMAO Data:	Area of concern Area of strength	
	CELDT:	<input checked="" type="checkbox"/> Area of concern Area of strength	Dashboard results were orange for CELDT level growth, indicating that Highland EL's growth was in the 20th-40th percentile.
	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		
Student Support Data			
Choose 2	Attendance: District Report	<input checked="" type="checkbox"/> Area of concern Area of strength	94.7%
	Suspension	Area of concern Area of strength	
	Parent/Community Survey:	Area of concern Area of strength	
	Healthy Kids Survey:	<input checked="" type="checkbox"/> Area of concern Area of strength	Low in areas of around self direction for students
	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	In Spring, 2017, 32% of K-6 students scored proficient or advanced on District Writing Benchmark 3	By January of 2018, 40% of Highland students K-6 will score proficient or advanced on District Writing Benchmark 2.	Schoolwide	Writing Benchmark 2	1 Improve Student Achievement	Increase SBAC ELA proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Hire bilingual Aide		August 2017	9780	LCFF	
2	Provide teachers with extra hours for PD and Collaboration. End of Year PD around ELA curriculum.		On-going	11511	LCFF	
3	Purchase materials to class sets of leveled readers to support independent reading and Accelerated Reader Y (printers/copy paper/folders/binders) and other materials for students including technology		August 2017 - April 2018	2000	LCFF	
4	Extra Teacher Hours for afterschool tutoring		On-going	2,799	Title I	
5	Collaborate to identify students at risk of retention and construct an action plan. Design and implement effective intervention strategies through collaboration and Professional Development (Academic Conferencing)		Each Trimester	600	LCFF	
6	Purchase Technology		On-going	749	LCFF	
7	Support small group intervention in the classroom, provided by an Upper division Tutor.		On-going	8850	Title I	
8	Provide extra teacher hours for PD/Collaboration.		On-going	6000	Title I	
9	Contract for Lucy Calkins Professional Development in Writing and Reading		October 2017	2379	Title I	
10	Purchase TCRWP Materials		October 2017	600	LCFF	
11	Lexia Subscription and other subscriptions		August 2017	6657	Title I	
12	Hire 80% Instructional Aide		August 2017	26006	Title I	
13	Purchase materials and supplies for students		August 2017	8850	Title I	
14	Conduct Study Trips		On-going	2400	Title I	

15	Provide extra teacher hours for tutoring	On-going	1500	LCFF
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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 May 2017 24% of 3rd-6th graders scored proficient or advanced on My Math Benchmark.	By Spring of 2018, 50% of Highland students, and no fewer than 30% at any grade level, will have scored Proficient or Advanced on the Interim SBAC Assessment	Grades 3-6	SBAC Interim Assessment	Increase Student Achievement	Increase SBAC math proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1			September 1, 2017	800	LCFF	
2	Provide extra hours for PD/Collaboration		August 1, 2017	600	LCFF	
3	Provide extra hours for PD/Collaboration grades 3-5 CAASPP Interim Assessments.		On-going	600	LCFF	
4	Purchase IXL online math program		August, 2017	2925	LCFF	
5	Upper Division Tutor		August 2017			
6	Purchase one printer		August 2017	500	LCFF	
7	Provide extra teacher hours to conduct afterschool tutoring		on-going	1967	LCFF	
8	Collaboration for new 6th grade adoption		August 2017	200	LCFF	
9	Hire Instructional Aide for push-in intervention		August 2017	24731	LCFF	
10	Purchase materials and supplies for students		On-going	4000	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)	Reclassified 27 students in 2017 as measured by STAR, SBAC, teacher recommendation, and writing samples.	By May of 2018, 75% of CELDT (or ELPAC)- eligible EL's will be reclassified.	English Learners Grades K-6	STAR, teacher recommendations, and writing samples, number of students reclassified	4.1 Allocate services to ELL students	English Learner reclassification rate will increase
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	PD and Collaboration time		On-going	1000	LCFF	
2	Hire bilingual instructional aide.		August, 2017	8280	LCFF	
3	Purchase materials and supplies for students		On-going	500	LCFF	
4	Purchase materials and supplies for studnets		On-going			
5	Lexia on-line subscription one year (see ELA for costs)		November 2017			
6	Send teachers to conferences		On-going	3000	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
Math Grades 3-6	While Highland has been very successful in moving students from the far below basic level, we had no (0%) AA students in grades 3-6 at the Advanced level on the 2016 SBAC	20% of AA students in grades 3-6 will score Proficient or Advanced on 2018 Math SBAC Interim (Preliminary Data).	AA Grades 3-6	SBAC Interim	1. Increase student achievement.	Increase SBAC Math proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Training in Khan Academy by Judy Fong (Contract)		Nov 15, 2017	1000	LCFF	
2	Tutoring one hour 4x per week - all AA students will be invited to participate (Khan Academy)		Nov 29	1000	LCFF	

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	Attendance in December (89%) and January (93%) was significantly below year long average for 2015-16.	August-May combined attendance of 96%	Hispanic	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
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase student incentives and classroom incentives.		September 2017	500	LCFF	
2	Provide extra hours for clerk to call families of absent students daily		August 2017			
3	Food/supplies for monthly ELAC meetings discussing the importance of regular attendance		August 2017	500	LCFF	
4	Pizza Party for Perfect Attendance: Family Night		Each Trimester	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	50% of behavioral referrals school wide are given during recess as documented in Powerschool.	Recess referrals will decrease by 25, from 112 to 84 during the 2017-2018 school year.	Grades 1-6	Powerschool discipline data	4.2 improve student engagement and climate outcomes	Increase ELA and Math SBAC proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Student Incentives BEST Program		Ongoing	1007	LCFF	
2	Conduct Study Trips for students		On-going	2000	Title I	
3	Contract for PD		On-going			
4	Materials and supplies for students		On-going	500	LCFF	
5	Collaboration hours for teachers		On-going			
6	Mind-Up! Curriculum		December	1500	Title I	
7	Extra Hours for Yard Supervisor Training		December			
8	VP systematizes discipline protocols and clarifies data		ongoing	50189	LCFF	
9	Pay for teachers/admin to go to conferences		On-going	1500	Title I	
10	Snacks for PD		On-going	400		
11	Send Teachers/Admin to conferences		On-going			
12	Conduct Study Trips for students		On-going	5000	LCFF	
13	Materials and supplies for students		On-going	3487	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	Parents report inability to support their students at home with learning, per Parent Club minutes.	Teachers will conduct special seminars on how to assist students with home learning.	All	Parent Sign-in sheets	Increase community engagement	Increase ELA and Math SBAC proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Allocated teacher hours to provide collaboration and instruction during two parent nights.		October 24 and January 23			
2	Prizes and incentives for parent nights		October 24 and January 23			
3	Translation		On -going	150		Title I
4	Materials and Supplies for Parent Meetings		On Going	1221		Title I
5	Snacks for Parent Meetings		On-going	2000		LCFF
6	Provide Baby Sitting for parent events and "Ed Modo" ESL parties		On-Going	250		Title I
7	Contract with Lawrence Hall of Science		January	1036		Title I
8	Literacy Night Teacher hours with prep		October	800		Title I
9	Pay extra hours for parent events		On-going	473		LCFF
10	Contracts for parent event		On-going	3500		LCFF
11	Snacks for parent event		On-going	1500		

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Science

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
Science	Students lack background knowledge to contextualize science text as reported by teacher observation and error analysis.	By May of 2018, all Highland 5th and 6th Graders will have built, tested, and revised a solar car as part of our STEM/Growth Mindset initiative	All	Student reflections on how to improve the projects as scored by site-based rubric	Improve student achievement for all students	Increase Science SBAC proficiency
Actions to Support Goal: (one action per line)			By When:	Cost:	Site Funding Source	
1	Purchase materials and supplies to support learning		As needed	1000	Title I	
2	Plan and pay for field trips that align to NGSS		January, 2018			
3	Conduct study trips for studentsff		January - June 2018	2000	LCFF	
4	Purchase Solar Car Panels for STEM Culminating Activity		As needed			
5	Contract for LHS		As needed	1200	Title I	

Student Achievement

Other #1

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
ILT Process	Students benefit from coherent understanding of school wide initiatives.	Throughout the 2016-17 academic year, all minutes from ILT meetings will be sent via email to all teachers within three (3) working days.	All	Time-stamped minutes will be kept in a binder.	Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	Measure Common Core State Standards (CCSS) implementation using classroom rubric. Ongoing professional development to be provided to certificated staff in California State Standards, including ELD standards.
Actions to Support Goal: (one action per line)			By When:		Cost:	Site Funding Source

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	81085	0.00
LCFF	141012	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	141,012.00
Title I	81,085.00

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.