West Contra Costa Unified School District
Dr. Martin Luther King Jr. Elementary School
Title I - Schoolwide

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date: **November 19, 2017**
Contact Person: **Mrs. Joanne Sundberg**
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BOARD OF EDUCATION
2017 - 2018

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Contents Page

- School Site Council (SSC) Recommendations and Assurances
- SSC Roster
- Executive Summary
- Theory of Action
- Stakeholder Involvement
- System-wide Barriers
- Data Analysis
- Action Plan for Improving Student Achievement (Academic)

  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
- Agreements

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: **4/28/17**.

7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2017 - 2018** school year, using the WCCUSD monitoring process.

Attested:

Mrs Joanne Sundberg

Typed name of school principal	Signature of school principal	Date

Mr Moses Buggs, Sr

Typed name of SSC chairperson	Signature of SSC chairperson	Date

West Contra Costa Unified School District
Dr. Martin Luther King Jr. 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:
Parent/Community Members			
#1	**April Robinson**	**9/15/18**	
#2	**Olinda Figueredo**	**9/15/18**	
#3	**Moses Buggs**	**9/15/18**	**X**
#4	**Elsa Gutierrez**	**09/15/18**	
#5	**Genoveva Sigala**	**09/15/18**	
School/Other Members			
Tchr #1	**Matthew Schaefer**	**9/15/18**	
Tchr #2	**Gloria Renardson**	**9/15/18**	
Tchr #3	**Robert Mann**	**9/15/18**	
Other	**Karole Kidd**	**09/15/18**	
Principal	**Joanne Sundberg**		

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 Dr. Martin Luther King Jr. Elementary School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

2017-2018 King Theory of Action

If we deepen the implementation of quality learning, teaching and leadership practices in our classrooms and school…….
We will see student achievement grow for all students at King.

If we engage in collaborative PLC/ILT structures dedicated to inquiry, common assessments and examination of student work and teacher practice…….
We will create a culture of learning, collaboration, and constant adaptation which supports student achievement and promotes teacher retention at King.

If we create a powerful school culture predicated on positivity, trust, inclusion, restorative practices, safety and communication……..
We will develop a school where students are engaged, where they want t to be, and where parents express high satisfaction.

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:

	Task	Choose one task management option for each step		
		SSC Actively Involved in Task	**or**	**Task Delegated to**
Step 1	Analyze local assessment data	Process: **Data will be presented to SSC for analysis and to inform decisions on the school program**	or	Process: **ILT, teachers, and administrative staff**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **ILT, Staff**	Process: **Faculty input on the SPSA gathered in May 2017 was compiled and shared with 2016/7 ILT for comment and shared with SSC**	or	Process: **Principal**
Step 3	SPSA strategies development	Process: **Data gathered in all areas and analyzed for an area of focus.**	or	Process: **Principal and ILT**
Step 4	Budget development	Process: **Principal will draft budgets based plan created by ILT and present to the SSC for approval**	or	Process: **Principal, ILT and SSC**
Step 5	Finalize and submit SPSA for School Board Approval	Date: **June 2017**		
Step 6	SPSA monitoring	Process: **Principal, ILT and SSC will present plan**	or	Process: **Principal and ILT will gather data and present it to SSC**

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).
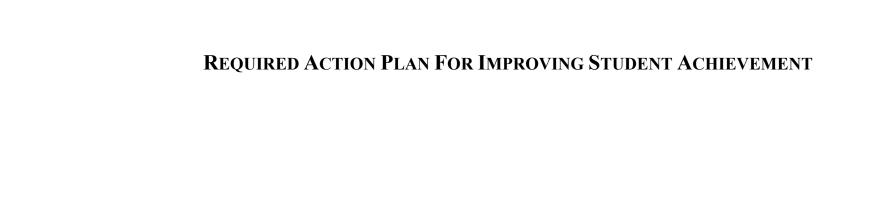
Barrier Description	Strategy for Overcoming Barrier
Staffing:	*
Facilities maintenance:	*
Facility capacity (space for classrooms/programs):	*
Safety:	*
Materials availability:	*
Technology:	*
Fiscal Support:	*
Compliance Support:	*
Curriculum and Instruction Support:	*
Other:	*

* A check in the box indicates that completion of this section requires additional central administrative department support.

Data Analysis

	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*
Choose 3	Accelerated Reader/Star Reading: **Growth reports**	**X** Area of concern Area of strength	**Our 2nd trimester goal of improving independent reading levels by .6 grade levels (on the way to at least 1 grade level), was reached by only 37% of our students. Focusing on our African American students, 37.5% reached the .6 grade level improvement.**
	Benchmarks: **ELD**	**X** Area of concern Area of strength	**There was some technical difficulty with B2, but our K-2 data showed 31% proficient, 44% approaching, and 25%**
	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:	Area of concern Area of strength	
	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: **Monthly reports**	**X** Area of concern Area of strength	**Our current attendance has dropped from 93% to 91%**
	Suspension **PowerSchool data**	**X** Area of concern Area of strength	**The number of suspensions has increased from 32 in 15-16 to 80 in 16-17**
	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	56% of K thru 6th grade students are reading below grade level as measured by the STAR Early Literacy/Reading Assessment.	By May 2018, 100% of King students will improve their reading ability, as measured by the difference in their September and May STAR Early Literacy/Reading test, by at least one grade level.	Every student at Dr. King	STAR Early Literacy/ Reading Assessment	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	Increase SBAC ELA proficiency

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	Arrange PD and collaboration hours	throughout the year	1981	Title I
2	Provide after school tutoring by teachers	on going	1053	Title I
3	Purchase online reading programs	September	10000	Title I
4	Provide opportunities for study trips	Throughout the year	8000	Title I
5	Facilitate academic conferencing and peer observations	Twice a year	1494	Title I
6	Purchase library books	Throughout the year	1000	Title I
7	Purchase materials and supplies for PD	As needed	750	LCFF
8	Purchase materials and supplies for students	As needed	6000	Title I
9	Purchase materials and supplies for students	As needed	5400	LCFF
10	Food for PD meetings	As needed	500	LCFF
11	HIre reading intervention teacher to work with primary students	January		
12	Institute a school wide reading goal using Accelerated Reader with rewards/incentives	September	1000	LCFF
13	Provide teachers for Family Literacy Night - see Parent Involvement for budget	Three times/year		
14	Schedule meetings with parents to encourage partnership with reading - see Parent involvement for budget	After each STAR test		

| 15 | Provide after school tutoring by teachers | on going | 8473 | 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	91% of 3rd grade students did not meet standard on the Math SBAC. 93% of 4th grade students did not meet standard on the Math SBAC. 98% of 5th grade students did not meet standard on the Math SBAC. 100% of our 6th grade students did not meet standards on the Math SBAC. We have identified a need to increase Common core proficiency in Number and Operations in Base Ten.	By May 2018, there will be an improvement of 15% on Math SBAC scores.	3 thru 6th graders	We will use IABs, room assessments and fact fluency targets to assess readiness and improvement	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	Increase Math SBAC proficiency

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Arrange PD and collaboration hours	Throughout the year	1078	Title I
2	Provide after school tutoring by teachers	As needed	3477	Title I
3	Purchase online math programs	September	3500	Title I
4	Facilitate academic conferencing and peer observations	Twice a year	1494	Title I
5	Purchase materials and supplies for PD	As needed	150	Title I
6	Purchase materials and supplies for students including on-line licenses	As needed	4000	Title I
7	Purchase materials and supplies for students	As needed	1000	LCFF
8	Food for PD meetings	As needed	500	LCFF
9	Institute school wide fact fluency goals with rewards	September	500	LCFF
10	Provide teachers for Family Math Night - see Parent involvement for budget	February		

11	Provide after school tutoring by teachers	As needed	8000	LCFF
12	Out of State Conferences	As needed	1500	LCFF
13	Increase contracts	As needed	2500	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)	181 of our English Learners have been in ELD for two years or more	By May 2018, 100% of King ELD students will score proficient or better on the ELD Benchmark 3 with a goal of reclassifying at least 30 ELD students.	EL's	We will use the ELD Benchmark 3 assessment scores and reclassification recommendations.	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	% of students scoring Early Advanced/Advanced on the CELDT will increase EL Reclassification rate will increase

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1	Arrange PD and collaboration hours	Throughout the year	1078	Title I
2	Arrange after school tutoring by teachers	As needed	4052	Title I
3	Provide a teacher to facilitate Imagine Learning class for our Newcomers and LTELs	October	500	LCFF
4	Facilitate academic conferencing and peer observations	Twice a year	1494	Title I
5	Purchase materials and supplies for students	As needed	1932	Title I
6	Purchase materials and supplies for students	As needed	2000	LCFF
7	Purchase materials and supplies for PD	As needed	150	Title I
8	Register teachers to attend CABE (March 28-March31)	March 2018	3500	LCFF
9	Facilitate ELAC meetings.	Quarterly		

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
English Language Arts	63% of K thru 6th grade African American students are reading below grade level as measured by the STAR Early Literacy/Reading Assessment.	By May 2018, 100% of King African American students will improvet heir reading ability, as measured by the difference in their September and May STAR Early Literacy test, by at least 1 grade level.	All African King American students	STAR Early Literacy/ Reading Assessment	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	Increase SBAC ELA proficiency Increase SBAC math proficiency

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Arrange PD and collaboration hours - see ELA for budget	Throughout the year		
2	Arrange after school tutoring by teachers - see ELA for budget	As needed		
3	Purchase online reading programs - see ELA for budget	September		
4	Provide opportunities for study trips - see ELA for budget	Throughout the year		
5	Facilitate academic conferencing and peer observations - see ELA for budget	Twice a year		
6	Purchase materials and supplies for students - see ELA for budget	As needed		
7	Purchase mateirals and supplies for PD - see ELA for budget	As needed		
8	Hire reading intervention teacher to work with primary grade African American students - see ELA for budget	September		
9	Contract with Mindful Life to work with students to encourage mindfulness and positive behavior - see Climate for budget	September		
10	Purchase food for AA Parent meetings - see Parent Involvement for budget	As needed	500	Title I
11	Institute a school wide reading goal using Accelerated Reader with rewards	September	1500	Title I
12	Schedule meetings with parents to encourage partnership with reading - see Parent involvement for budget	After each STAR test		

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	Our 1617 attendance was 91%. In order for King to continue improving its academics, we need to have our students in class. Students who are often late or absent tend be some of our lower performing children,	Our goals is to have 95% attendance throughout the school year.	All students at King	Will use our PowerSchool system, A2A and teacher monitoring with hardcopies of their roll sheets.	Improve student engagement and climate outcomes and allocate services to EL, LI, and FY students	School attendance rates Chronic absenteeism

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Perfect attendance certificates to children that are in school every day	Every month	1000	Title I
2	Hold meetings with parents of truant children	As often as necessary		
3	Provide awards/incentives for students with Perfect Attendance	Every month	500	Title I
4	Create an attendance task force to address our chronically absent students.	September		
5	Work with our district attendance contact (currently Barbara Byrd).	On going		
6	Create class incentives for being on time	September	1000	Title I
7	Create class incentives for being on time	On going	1500	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	In the 2016-2017 school year King had 187 paper referrals sent to the office by the end of March, This number does not include students sent to the office from the yard, cafeteria, or from a classroom without a referral. A small number of students account for the majority of these referrals.	By May 2018, King Elementary will reduce the number of referrals by 20% from the 2016-2107 school year.	Students with three or more discipline events over the school year.	PowerSchool reports, spreadsheet	Improve student achievement for all students and accelerate student learning increases for EL, LI, and FY	Suspension rates will decrease Increase positive climate and safety

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Prudent Reserve	As needed	15868	Title I
2	Contract with Mindful Life to work with students to encourage mindfulness and positive behavior.	September	15276	Title I
3	Arrange PD and collaboration hours	On-going	1078	Title I
4	Purchase playground equipment (Playworks)	As needed	1500	LCFF
5	Purchase incentives/rewards - see ELA, Math, and Attendance for budget	As needed	1500	LCFF
6	Provide opportunities for study trips - see ELA for budget	Throughout the year	10000	LCFF
7	Contract with BACR to provide an intern for counseling and social emotional support for all King students.	September	9000	Title I
8	Purchase online reading and math programs - see ELA and Math for budget	September	5000	Title I
9	Provide rewards for Positive Behavior, achieving reading goals, Interventions and Support	On going	1000	LCFF
10	Secure a contract with AmeriCorps/BACR to provide support with student engagement, community building, and positive behavior	September	14000	LCFF

11	Secure a contract with BACR to provide restorative justice and social emotional support for King students	September	65000	LCFF
12	Contract with ZSharp to provide music lessons for students in K-3	September	11400	LCFF
13	Snacks for PD	As needed	1000	LCFF
14	Materials and supplies and Licenses for enrichment/after school sports	As needed	1000	LCFF
15	Monitor climate data	Monthly	1000	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	On average we have 20 to 30 parents attending our monthly parent workshops and 50-75 at family night events, with African American parents making up approximately 10% of the attendees.	By May 2018, we will increase total parent participation to up to 30 to 40 parents at monthly parent workshops and 125 parents at family night events, with African American parents making up 20% of the attendees.	All parents AA parents	Parent sign in sheets from Family Nights.	Increase parent and community engagement, involvement, and satisfaction	California School Parent Survey results will measure increase in engagement, involvement, and satisfaction

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide materials and light snacks for parent meetings and parent university graduations	On Going	1964	Title I
2	Provide childcare for meetings	On going		
3	Provide teachers for Family Nights	Throughout the year	500	LCFF
4	Provide materials and light snacks for Family Nights, parent meetings, and parent university graduations	As needed	500	LCFF
5	Provide Community Worker to support parents, teachers and students		237	LCFF
6	Pay teachers extra hours for family nights	As needed	2539	Title I

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	107158	0.00
LCFF	146260	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	146,260.00
Title I	107,158.00

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.