West Contra Costa Unified School District
Elizabeth Stewart K-8 School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2017 - 2018

Board Approval Date:	**November 19, 2017**
Contact Person:	**Dr. Peter Aloo**
Principal:	**Dr. Peter Aloo**
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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)*

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:

Dr. Peter Aloo
_____

Typed name of school principal

_____
Signature of school principal

_____
Date

Ms. Valerie Collura
_____

Typed name of SSC chairperson

_____
Signature of SSC chairperson

_____
Date

West Contra Costa Unified School District
Elizabeth Stewart K-8 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	**Shila Rakhman**	**2016-2017**	
#2	**Sheryl Lane**	**2017-2019**	
#3	**Mariam Alam**	**2016-2018**	
#4	**Jenny Robbins**	**2017-2019**	
#5	**Renee Lunsford**	**2017-2017**	
School/Other Members			
Tchr #1	**Valarie Collura**	**2017-2019**	**X**
Tchr #2	**Janice Muller**	**2017-2019**	
Tchr #3	**Tina Rodgers**	**2017-2019**	
Other	**Veronica Gomez**	**2016-2018**	
Principal	**Dr. Peter Aloo**		

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 Elizabeth Stewart K-8 School's specific SPSA plan of action for the 2017-18 school year.

Theory of Action

If we do Project Based Learning and provide teachers with the time to meet to discuss student portfolios, then we can hold each other accountable and respond accordingly to the student during student-teacher conferences. We can also facilitate the needs of the Student using Students Led Conferences in the process. If we do these steps, we will ultimately see improved student achievement that will lead to student success in current and post-secondary life, which includes college and/or career.

Theory of Action-Action Plan::

Formative Assessment (School Continuous Improvement)

Teaching and Learning (Curriculum and Professional Development)- Project Based Learning - K-8 grade

Student and Parent Engagement (Professional Development) Student Led Conferences 2nd -5th grades

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: **Reviewing SBAC, and benchmark assessments, STAR Reading, together with principal to monitor progress**	**or**	Process: **Preliminary report. to the Principal and staff**
Step 2	Gather input from (check all that apply) **X** ELAC **X** Others **PTA**	Process: **Review data as it is provided. Review Staff input with SSC/ELAC and develop ideas to support resolutions to weak areas and/or to support what is working. PTA also included in Plan review with representative to assist in support of programs/supplies.**	**or**	Process: **Teachers and parents assigned to program to bring back notes and requests for expenditures and programs to site for review and implementation. Present findings to SSC and ELAC to review with plan to determine best support and plan corrections.**
Step 3	SPSA strategies development	Process: **At the end of school year teaching staff evaluate our previous school wide goals based on the testing data to determine if we met our goals. The information from the teacher evaluation is presented to the School Site Council, ELAC and PTA for their input. The SSC monitors the progress of the school wide goals throughout the year.**	**or**	Process: **Teachers review success of strategies on 8-12 week basis, do remediation and make suggestions for possible improvement. If it is something that affects Site plan, information is given to teachers on SSC and principal to bring to SSC to discuss possible changes in plan and/or allocations from budget**
Step 4	Budget development	Process: **SSC reviews budget requests and suggestions for allocation and if in agreement, votes to support recommendations of staff. Principal then develops budget pages for chairs review and signature. Then it is forwarded along with updated plan to State and Federal for review and then to Board for approval.**	**or**	Process: **Staff gets together to review needs, review plan and make recommendations which teachers and principal then bring to SSC. SSC then approves or adds in recommendations based on CST results.**
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process: **Analysis of SBAC/CST and benchmarks tests are done to see if what we are doing has had the desired impact. SSC has outline presented by principal and teachers help to respond to any questions presented. Then SSC either approves continuance of focus and expenditures or makes different allocations based on new needs or suggestions.**	**or**	Process: **Staff comes together to do cycle of inquiry and review successes and/or failures of programs and strategies. They then meet and present grade level/subject level data to principal who meets with them and then puts together a presentation for the SSC and the executive director as to where they are at and what is working or not working and next steps.**

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:	*
X Other: **Playground games needs painting for physical education and recesses times.**	X* **M&O to repaint fading numbers and games. on the blacktop**

* 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*
	Academic Data		
Choose 3	Accelerated Reader/Star Reading: **Accelerated Reader**	Area of concern **X**Area of strength	**Students are continuing to growth in fluency and comprehension**
	Benchmarks: **Math**	Area of concern **X**Area of strength	**New adoption of My Math is now aligned with our site created math assessment. The assessments are created by grade level teams. The grade level teams will continue using these assessments for 2017-2018.**
	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: **CELDT**	**X**Area of concern Area of strength	**95% of English learners students are reclassified or waiting to be reclassified as indicated in unofficial report.**
	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: **Attendance**	Area of concern **X**Area of strength	**Attendance has improved from 94.5% to 96% . Work continues on incentive programs for students and meetings with families.**
	Suspension **Restorative Practices**	Area of concern **X**Area of strength	**We are in year two of Restorative Practices Training for our teachers and students. In 2016-2017 school year we have started seeing some positive results in students behavior in conflict management. In 2017-2018 are developing systematic school wide Behavior Management Plan together with Restorative Practices. Suspension have gone down by 10% compared to 2015-2016.**
	Parent/Community Survey: **California Healthy Kids Survey**	Area of concern Area of strength	

	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*
	Healthy Kids Survey: **California Healthy Kids Survey**	**X** Area of concern Area of strength	**According to the results from CHKS, student engagement an issue in middle school (6-8 grades). We are trending in the positive directions based some steps we have to address this issue.**
	Other: **No Place For Harte (NP4H)**	**X** Area of concern Area of strength	**No Place For Hate (NP4H) Has provided training to student leaders to helped create a culture of caring and support system. The students leaders organize events, and assemblies that promote self-awareness.**
	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	Over 20% of students in grades 1-5 did not have access to online fluency and comprehension program practice According to Accelerated Reader (AR) and Early Literacy/STAR.	Students will use AR to increase fluency and comprehension. Students will increase comprehension to the 50th percentile or above at their respective grade levels. by May 2018.	All students	Accelerated Reader/ Star testing and WCCUSD Benchmark and performance task assessments	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (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 (Project Based Learning)	ongoing	1000	LCFF
2	Professional Development Conference	September 2017	1000	LCFF
3	Increase student computer lab time for grades 3-8 to familiarized the students with reading text on computer	ongoing		
4	Conduct study trips	ongoing	1000	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	The Mathematics Diagnostic Test (MDTP) Algebra Readiness assessment data, WCCUSD Benchmark and performance assessment from the Spring 2018 administration, indicated that 30% of all Grade 7 and 10% of the graders students were unable to solve equations and inequalities in one variable (CCSS – A.REI.3)	By May of 2018, 53% of students in grades 7 and 8 will score on the Mathematics Diagnostic Test and District Benchmark, math performance task assessment through the use of explicit instruction.	All students	WCCUSD Benchmark and MDTP assessment	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 to move closer to SBAC Math level 3.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide after school math tutoring for 64 hours (Twice a week)	August, 2017 to May, 2018	3922	LCFF
2	Purchase classroom materials for math activities after school (post-its, highlighters, etc)	August 2017 to May, 2018	5000	LCFF
3	Parent Math Night teacher Stipend for 2 hours per teacher	January 2018	660	LCFF
4	Facilitate Teacher to attend conferences and external professional development	May	1922	LCFF
5	Student Led Conferences	November 2017		

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)	39% of English Learners (ELs) move from Intermediate to advance and 11% of Early Intermediate will move to Early advance or more CELDT level(s) between Fall of 2017 and Fall of 2018	95% of our ELL students will improve in English proficiency, as measured by the ELD benchmark tests between October 2017 and May 2018. 100% of EL students who have been at Stewart K-8 for 4+ years will meet the writing and STAR reading benchmark criteria in order to qualify for reclassification	English Language Learners	WCCUSD ELD benchmark tests, STAR reading benchmarks and teacher made formative assessments and summative assessments.	Improve student achievement for all students	English Language Learner (ELL) Assessment & Reclassification - Continue to support and improve services for English Language Learner)

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Grad-Tutor at 40% to support EL students in pushing model and after school tutoring under the supervision of certificated staff and support all students at learning center classroom.	August, 2017 to May, 2018	22756	LCFF
2	ELD parents engagement	March 2018		
3	Purchase materials and supplies	Ongoing	1266	LCFF

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
Africa American Students	Instructional practices do not regularly incorporate techniques and strategies that are culturally responsive and consider diverse learning styles.	By June, 100% of the teachers will have integrated curriculum that teaches the contributions of diverse cultures especially that of African Americans on a regular basis as measured by teachers sharing best practices at faculty meetings	African American	Closing achievement gap for African American students	Increase parental engagement, involvement and satisfaction	Practices for African American Student Support/Success (PAASSS) - implement or expand practices including African American Male Pipeline Project, Efficacy framework, model and training, after school program for Richmond Steelers, Growth Mindset/Brainology, African American Honors Gala event, and Mafanikio.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	African American parent engagement	May 2018		

2	Professional development for staff to incorporate instructional strategies that includes cultural responsive and consider diverse learning styles.	May 2018	1000	LCFF
3	African American parent information night	February 2018		
4	Attend Conferences and workshops	May 2018	500	LCFF
5	Materials and supplies for parent events including light snacks	Ongoing	300	LCFF
6	Mafanikio After-School Academic Enrichment Program	August 2017-2018	0	

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	For the 2017-2018school year, Stewart student attendance was 97.0% K-8th	Monthly, Stewart students grades K-8th will increase daily attendance by 2%.	All student K-8	monthly attendance reports	Improve student engagement and climate outcomes	All schools will maintain 95% or above attendance rate

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Assemblies for students for attendance	monthly beginning September 2017- May, 2018	560	LCFF
2	Parent meetings	monthly		
3	Monthly Calendar to families	monthly		

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	According to our discipline data, 30% to 50% of reported incidences were students lack of respect and in appropriate language. California Healthy Kids Survey	We are on our second year of implementing Character Education program for K-8 grades to reduce bullying and inappropriate language incidences by 80%--August 2017 to May 2018	All students 5th -8th grades	Discipline log in PowerSchool California Healthy Kids Survey	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	in 17-18) Enhanced the implementation of Restorative Justice, Toolbox, Mindful Life and Super Achievement practices/strategies.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Provide posters,Supplies and certificates for our monthly character education assemblies	August 2017 to May 2018	1000	LCFF
2	No Place fo Hate Program certificates and supplies for student activities	August 2017-2018		
3	Restoration Justice	August 2017-2018	500	LCFF
4	Conferences	Ongoing	500	LCFF
5	Additional yard supervisor	Ongoing	710	LCFF
6	Purchase incentives	Ongoing	5000	LCFF
7	Conduct study trips	Ongoing	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	Conduct parental survey to assess opportunities to participate in school activities. Math night for parents to explain CCSS to the parents to support their child at home. ELAC monthly meetings, current involvement is 70% to be increased by 20% 2017-18 school year. SSC Monthly meeting by publicizing through E-Tree web based bulletin message board, Stewart LCD message board. Working with PTA to increase parent volunteer pool by 30%	By May of 2018, 60% of parents will be engage involve volunteering in the classrooms. The information will be collected through parental sign in sheets and request for volunteer badges data.	All Students	Parental volunteer sign in sheet and district parent request for volunteer badge, attendance SCC and ELAC Meeting.	Increase parental 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

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Parent Math night	February 2018		
2	Participation in SSC and ELAC monthly meeting	Ongoing		
3	Snack for parent events	Ongoing	250	LCFF
4	Extra Teacher hours for parent events	Ongoing	3451	LCFF
5	Student Led Conferences	November 2017		
6	Contracts for students	Ongoing	1500	LCFF

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	30% of 5th grade students scored below proficient on the CST Science exam in 2017	The number of students who score proficient on the CST Science exam in spring 2017 exam will increase by 10%	CST 5 & 8 grades	CST Science results for 2017	improve student achievement for all students and accelerate student learning increases for	

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teacher using STEMs methodologies	ongoing		
2	Science Fair & Science family night	Spring 2018		
3	MESA projects and Students activities	Spring 2018		
4	Conferences for teachers/admin	November 2018		

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 goal	According to teacher survey conducted in May 2016-2017 school year by Stewart technology committee 20% of teachers at Stewart use computers as a teaching tool in their classroom.	ILT will guide teacher technology professional development through Stewart Technology Committee. By May, 2018 50% of teachers at Stewart K-8 School will use Google Apps and Google classroom as teaching tool for managing, communicating tool to students and parents. On May 2018, teachers will take a technology post survey to measure if we have achieved our goals. Other measure will be increase of Google classroom and Google apps.	Teachers Technology Professional Development	Site developed technology Pre and Post Technology Survey	6.2	

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1	Teacher Teacher Pre-Survey	May , 2018		
2	Teacher Technology Post Survey	May, 2018		
3	Twice a month schedule technology training (during our monthly collaboration)	September 2017-May 2018		

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	41997	-12,800.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	54,797.00

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.