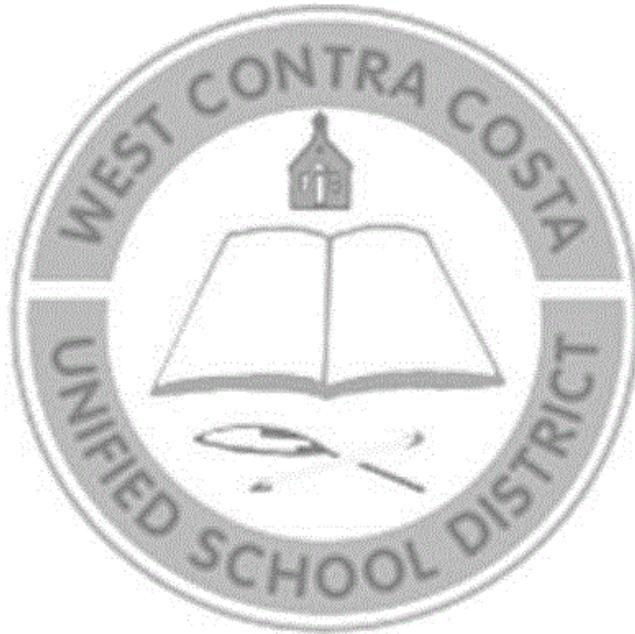


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

COLLINS ELEMENTARY



Board Approval Date:	<u>December 5, 2018</u>
Contact Person:	<u>Denise Pinney</u>
Principal:	<u>Denise Pinney</u>
Address:	<u>1224 Pinole Valley Road</u>
City:	<u>Pinole, CA 94564</u>
Telephone Number:	<u>231-1446</u>
E-mail address:	<u>dpinney@wccusd.net</u>



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

ELIZABETH BLOCK

MADLINE KRONENBERG

TOM PANAS

SUPERINTENDENT

MATTHEW DUFFY

Table of Contents

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

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

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

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

School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

Staff, parents, PTA, SSC, ELAC

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: May 30, 2018
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the 2018-2019 school year, using the WCCUSD monitoring process.

Attested:

Denise S. Pinney

Typed name of school principal

Signature of school principal

9/17/2018

Date

Debora Willis

Typed name of SSC Chair

Signature of SSC Chair

9/17/2018

Date

Elementary School Site Council Membership Roster

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Sumi Godfrey-Wonog			06/08/2019	
Parent #2	Dave Olsen			06/08/2019	
Parent #3	Mark Anthony Garcia			06/08/2019	
Parent #4	Madeline Richardson			06/08/2019	
Parent #5					
School/Other Members					
Teacher #1	Debbie Willis			06/08/2019	Chair
Teacher #2					
Teacher #3	Janet Belanoff			06/08/2019	
Other	Delmi Figuero			06/08/2019	
Principal	Denise Pinney				

Membership Composition:

Elementary (10 total)

5 Parents/community members

3 Classroom teachers

1 Other school staff

1 Principal

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:	or	Process:
				Administration, grade level teams, staff, ILT
Step 2	Gather input from	Process:	or	Process:
				Administration, grade level teams, staff, ILT, community member, SSC members
Step 3	SPSA strategies development	Process:	or	Process:
				Administration, grade level teams, staff, ILT, community member, SSC members
Step 4	Budget development	Process:	or	Process:
				Administration, grade level teams, staff, ILT, community member, SSC members
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		Developed by staff, ILT and provided to and discussed with SSC		

Executive Summary

The Single Plan for Student Achievement (SPSA) has traditionally served as a vehicle for communicating information about the school's vision and initiatives to improve academic achievement, as well as describe how supplemental categorical funds are used to support these efforts. WCCUSD's new district Local Control Accountability Plan (LCAP) is designed to improve student achievement, support the whole child socially and emotionally, and involve stakeholders to ensure all WCCUSD students are college and career-ready, able to make life choices that have successful, productive outcomes.

WCCUSD LCAP GOALS **Goal 1: Improve Student Achievement**
Goal 2: Improve Instructional Practice
Goal 3: Increase Parent and Community Engagement and Involvement
Goal 4: Improve Student Engagement and School Climate Outcomes
Goal 5: Provide Basic Services to All Students

Through data metrics and analysis, the LCAP also addresses the State's Priority Areas:

Priority 1 Basic Services Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.

Priority 2 Implementation of State Standards Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Priority 3 Parent Involvement Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.

Priority 4 Pupil Achievement Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.

Priority 5 Pupil Engagement Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Priority 6 School Climate Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.

Priority 7 Course Access Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.

Priority 8 Other Pupil Outcomes Measuring other important indicators of student performance in all required areas of study.

We are transitioning our school's SPSA to becoming a true companion document to the district LCAP so that it focuses on programs, activities, and actions which are designed to continually address and support the district LCAP goals. As we go deeper into this work, we will continue to connect these two critical plans, driving the academic needle forward for WCCUSD students. Please read on to learn about our specific SPSA plan of action for the 2018-19 school year.

**2018-19 Roadmap Goals:
Nine Key Strategies**

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

Develop leaders to foster and cultivate a shared vision, a positive school culture, and a cohesive instructional program

2. Great Teachers

Support teachers to know their craft and plan and deliver engaging, personalized, and innovative instruction to all students.

3. Authentic Student Experiences

Provide opportunities and academic supports that inspire and motivate students to reach their full potential.

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

Develop school environments where teachers and staff feel valued and empowered and all basic needs are met.

6. Increased Capacity

Support staff in their growth and development through quality professional learning based on individual needs.

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

Provide school environments where students, families, and staff feel safe and welcome.

8. Positive School Climates

Strengthen school culture through a tiered system of positive and restorative supports.

9. Socio-Emotional Services

Support the whole child through effective social and emotional supports as part of a Full Service Community Schools approach.

Our Theory of Action

Collins Theory of Action

COLLINS K-6 Theory of Action

Collins Elementary School Vision

Margaret Collins Elementary School is a small neighborhood school with a diverse population of approximately 350 students. We house kindergarten through sixth grade students and special education classes for preschool and kindergarten through sixth grade students. Our staff is fully credentialed and we pride ourselves on community connection, parent involvement and enrichment activities. We work hard on subject areas, language arts, math, science, and history; but we also make learning engaging by providing art, drama, computers and other hands on applications.

Student Culture Vision

Collins Elementary is a place where every child is given equitable opportunities to learn and succeed. Our vision is to ensure that all students achieve at their highest potential by upholding standards of excellence in all areas of curriculum and instruction as well as behavioral expectations. Our mission is student learning and their readiness for the future, middle school, high school, college and career. Our vision is to provide a safe and nurturing environment that facilitates the teaching and learning of the whole child. We are a professional learning community that believes all stakeholders are responsible for student achievement. It is our collaborative efforts that will prepare our students to lead and succeed in the 21st century!

THEORY OF ACTION	If we...	then we will see...	resulting in...	Aligned SMART Goals	Targeted Actions
Achieving Students	use data to drive our teaching and learning, and collaborate around next steps	strategically planning to target each student's needs where they are	All students making progress toward mastery.	By June 2019, students will be at grade level or grown one year in reading and math and at least 50% of all students will on average score at grade level in reading and math.	<ul style="list-style-type: none"> - DDI Meetings - Monthly Awards Assemblies - Data Displays - TCWP - in half the classes - Backward mapping of CCSS in Math using IXL, My Math and Big Ideas
Engaged Communities	conduct our business in an inclusive and inviting manner, asking families to participate in specific and meaningful ways and express our expectations	more parent involvement and more student buy in to protocols, procedures and expectations for a safe and productive school environment	A safe inclusive student culture where students are the drivers of their own learning and parents understand and participate in that learning.	By June 2019 90% of teachers be trained and will have implemented Sanford Social Emotional Learning Program, Harmony.	<ul style="list-style-type: none"> - Sanford Harmony - Trauma Informed Restorative Practices - BEST - Monthly Awards Assemblies - Monthly Family Events
Invested Employees	create systems and structures for effective adult communication, collaboration, feedback and celebration	empowered adults with a plan and supports to solve problems of practice	Positive staff culture focused on student academic improvement, positive school climate, culture, and brainstorming solutions for problem areas.	By June 2019 50% of teachers will implement TCWP units of study in writing as evidenced by pre- and post- writing analysis during team collaboration and planning time.	<ul style="list-style-type: none"> - DDI Calendar in place - Academic Conferences - TCWP - Possible Extended Collaboration time Transparent communication in and with ILT

Data Analysis

	Data Reviewed	Concern/Strength Determine if data results indicate an area of growth school wide or an area of concern/need	Description of Findings (400 character max) Provide a brief description of what the data shows/implications for instruction
Academic Data			
Choose 3	STAR Early Literacy	Area of strength	Collins K and first grade teachers administer the assessment monthly. Data is analyzed for struggling students. Small group and Learning Center supports are suggested.
	STAR Reading	Area of strength	Collins 2nd through 6th grade teachers administer the assessment monthly. Data is analyzed for struggling students. Small group and Learning Center supports are suggested.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	With ELPAC, we have many of our special ed. students who are LTELs and we are working with IEPs to have them reclassified through the IEP process.
	ELPAC	Area of concern	This is a concern because we have not been trained on the ELPAC. We will work with EL department to learn and administer next year.
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	We have a number of seriously ill students who are out often and for long periods. We will work with parents to support the students.
	Suspension	Area of concern	Collins will be implementing Sanford Harmony, Social Emotional Learning
	Parent/Community Survey	Area of strength	
	Healthy Kids Survey	Area of concern	Need more and better way to get parents to sign the permission slips. We have few come back even after multiple requests.
	Other:	Area of concern	
	Other:	Area of concern	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Arts (ELA)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Arts	STAR data as measured by trimester benchmarks at 55% SPG average at all grades levels	By June of 2019 we will increase student growth percentile (SGP) at all grade levels to a median 60% (whole class average) as measured by the STAR EOY report.	All Students grades 2-6 on the STAR; grades K-1 using Early Literacy SGP	Trimester benchmark STAR scores grades 2-6 and Early Literacy scores grades K-1	Improve student achievement for all students and accelerate student learning increases for ELs, LI and FY.	Grow 10 points to move closer to SBAC ELA level 3; CCSS rubric used in classroom walkthroughs and ongoing PD on CCSS.
By When:					Title I Cost	LCFF Cost
1	Expand knowledge base of IXL to incorporate ELA components			September, 2018		500
2	Increase number of teachers enrolled in and using TCWP			June, 2018		500
3	Analyze BOY data to designate students eligible for additional support in the learning center on a guest basis					
4	Hire part time IA to work with students			Throughout the year		4500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1200
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training					1626
7	Pay teacher extra hours for tutoring					2500
TOTAL					0	10826

Mathematics

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Mathematics	Using district Interim Math assessments, and IXL data, students will increase % proficiency by 10%	Using district Interim Benchmark Assessment quarterly, students will increase proficient by 10%	All students K-6	IBM, IXL data, My Math end of unit assessments	Improve student achievement for all students and accelerate student learning increases for ELs, LI, and FY.	Grow 15 points to move closer to SBAC Math level 3
By When:					Title I Cost	LCFF Cost
1	Expand understanding and use of IXL to pinpoint and target student learning online, designing learning outcomes for specific students at areas of need.			August 2018 and ongoing		
2	Early back one day to plan and collaborate on backward mapping MyMath with CCSS and design online learning with IXL at each grade level					1000
3	Plan, develop, collaborate and produce math projects that demonstrate CCSS at each grade level using MyMath and STEM extension lessons.					1000
4	Hire part time IA to work with students					4500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1200
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1770
7	Pay teachers for after school tutoring					2500
TOTAL					0	11970

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT
Student Achievement

English Language Development (ELD)

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
English Language Development (ELD)	8% of EL students reclassified based on district criteria	By June 2019, reclassify 20% of EL students based on district reclassification criteria.	English Learners, particularly ITELs who are more than five years as ELs.	Designated EL criteria provided by district. Using STAR and IBA data as well as IEP data.	Improve student achievement for all students and accelerate student learning increases for ELs, LI, and FY.	Grow 10 points in ELA and 15 points in Math closer to SBAC level 3.
Actions to Support Goal: (one action per line)					Title I Cost	LCFF Cost
1	Work with Special Education to document and implement IEP goals for SpEd ITELs that are not able to meet general education reclassification criteria.					
2	Use Grad Tutor skills to build "new comer" classes before and after school for basic skills mastery					
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1200
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000
TOTAL					0	3200

African American Student Achievement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment		
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome	
African American	From 3 to 8 students eligible for AA Honors Awards grades 4-6	By June of 2019 we will increase student number of students grades 4-6 that meet the district's AA Honors Awards criteria.	AA students grades four through six	STAR, IBA, IXL	Improve student achievement for all students and accelerate student learning increases for ELs, LI, and FY.	Grow 10 points in SBAC ELA and 15 points in math to move to level 3 in both.	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Increase exposure of SCOW and AA parent participation. This includes walk-throughs, phone calls and parents events.						
2							
3							
4							
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					500	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000	
TOTAL					0	2500	

REQUIRED ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Special Education and Inclusive Environments

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Special Education and Inclusive Environments	Approximately 25% of our SH students have mainstream access at least once weekly.	By June 2019, 35% of our SH students will have access to mainstream possibilities at least once a week.	SH Sped Students	Teacher created data tracking sheet documenting where and when each student is in the general education setting.	Improve student engagement and climate outcomes, and allocate services to ELs, LI and FY students.	100% of students are enrolled in required coe subject areas and board course of study (at the level needed based on IEP).
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1						
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					250
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					750
7						
TOTAL					0	1000

Social/Emotional Support for Students

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Social/Emotional Support for Students	Current data reflects 205 referrals and 14 suspensions for 2017-2018 school year.	Decrease referrals and suspensions by 50%.	All students	PowerSchool login entries and incidents reports	Improve student engagement and climate outcomes, and allocate services to ELs, LI and FY students.	Suspension rates will decrease by 2%.
<u>Insert your Discipline Matrix Link here</u>						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Train and Implement Sanford Social Emotional Learning Tool - Harmony in all classrooms			August, 2018		500
2						
3						
4	Arrange contract for students: Mindful Life, BACR, YMCA, Toolbox, and others					10000
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					4563
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000
TOTAL					0	17063

Parent Involvement

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Parent Involvement	25% of families participate in most activities at the school during the day and at evening events on a regular basis.	By June 2019, 35% of families will participate in activities (monthly evening events) and volunteering during the day and during daytime events on a regular basis.	All students grade preschool to sixth grade	Number of parents with volunteer badges. Number of parents that sign in to volunteer. Number of parents that sign in to evening events and activities.	Increase parent and community engagement, involvement, and satisfaction.	To seek parent input, parents will be encouraged to complete thje CSPS. The number of responses will increase.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Materials and supplies to copy monthly newsletter and calendar.					
2	Teacher involvement and collaboration in supporting students to personally invite parents to events and activities.					1950
3						
4						
5	Provide light refreshments for parent events and meetings.					800
6						
7	Arrange child care for parent events and meetings.					773
TOTAL					0	3523

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Attendance

2018-2019 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. Baseline data for current year	3. Description of 2018-19 School SMART Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School SMART Goal?	6. District LCAP Goal	7. Annual Measurable Outcome
Attendance						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Purchase materials and supplies: incentives and certificates.					500
2						
3						
4						
5						
6						
7						
TOTAL					0	500

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	50582	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	50582
Title I	0

Agreements

The following critical compliance items are in place throughout WCCUSD:

Highly Qualified Teachers: All teachers and paraprofessionals involved in our academic programs will be highly qualified to teach students in their assigned area of work. Our site coordinates with the WCCUSD Human Resources Department to ensure qualified staff have been assigned to our classrooms.

Strategies to attract and retain high quality teachers: Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.

Learning Center Collaborative Model: Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).

Professional Development: Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.

Early Learning: Develop plans to assist preschool students through the transition from early childhood programs to local elementary school programs.

Schoolwide Plans and Homeless Children and Youth: In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:

- Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
- Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
- Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
- Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Centralized Services (Title I Schools Only)

The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:

- Summer Extended Learning Program - Grades K-8,
- Planning and program support from Partners in Innovation,
- Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.