West Contra Costa Unified School District

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2018-19

HELMS MIDDLE SCHOOL

Board Approval Date:	December 5, 2018
Contact Person:	Jessica Petrilli
Principal:	Jessica Petrilli
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BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS
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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:

ILT, 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 17th, 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:

Jessica Petrilli		9/25/18
Typed name of school principal	Signature of school principal	Date
Typed name of SSC Chair	Signature of SSC Chair	Date

Secondary 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	Terms End on:	Identify Chair Person:
Parent/Community Members					
Parent #1	Miriam Sequiera			2019	
Parent #2	Guandali Reyes Ayala			2020	
Parent #3	Zaira Rivera			2020	
Student #1	Jacqueline Chavarria			2019	
Student #2	Destinee Amos			2019	
Student #3	Kamaya English			2020	
School/Other Members					
Teacher #1	Erika Peterkin			2018	Chairsperson
Teacher #2	Deborah Brittain			2019	
Teacher #3	Douglas Silva			2019	
Teacher #4	Sari Flomenbaum			2019	
Other	Cristina Villalobos			2018	
Principal	Jessica Petrilli			N/A	

Membership Composition:

Secondary (12 total)

3 Parents/community members

3 Students

4 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:
				Departments
Step 2	**Gather input from**	Process:	or	Process:
				ILT, ELAC, PBIS Team, AAPAC, Parent Club
Step 3	**SPSA strategies development**	Process:	or	Process
				Admin team, ILT
Step 4	**Budget development**	Process:	or	Process:
				Admin team, Beacon Director, Office Manager,
Step 5	**Finalize and submit SPSA for School Board Approval**	Date:		
Step 6	**SPSA monitoring**	Process:	or	Process:
				Admin Team, Dept Leads, Beacon Director

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

Helms TOA 2018-19

Helms Middle School Theory of Action 2018-19

Core Values: *The principles that shape the way we aspire to behave*

Culture of Care
Collaboration
Continuous Learning

Kid Friendly: We are a Family, We Work Together, & We are Always Learning

Vision- *Our desired end state*

We are a community that embraces students where they are, shares the responsibility in helping remove roadblocks and barriers, and creates pathways to showcase the brilliance in our students. We believe in educating the whole child and engage in multiple forms of collaboration to strengthen our students' academic abilities and develop their character for success in high school, college, and beyond.

Mission: *How we do our work*

Mission # 1	Mission # 2	Mission #3
Student Achievement: We care deeply about our students' academic achievement and are dedicated to increasing their literacy in reading and math, providing them with added supports to maintain good GPAs, and creating learning experiences that are engaging and meaningful to students.	**Invested Employees:** We care deeply about our fellow staff and are dedicated to building strong relationships amongst each other, supporting meaningful collaboration, and fostering opportunities for continuous learning.	**Engaged Community:** We care deeply about our community and are dedicated to working collaboratively with students, families, and community partners, in order to learn and provide the best ways to meet the various academic and social and emotional needs of our students

Theory of Action: What we believe will make the vision come true

Theory of Action for Student Achievement

If we...	then
care deeply about our students' academic achievement and are dedicated to increasing their literacy in reading, writing and math, providing them with added supports to maintain good GPAs, and creating learning experiences that are engaging and meaningful to students	students will feel engaged and proud in their education and keep pursuing learning at higher levels.

Theory of Action for Invested Employees:

If we...	then
care deeply about our fellow staff and are dedicated to building strong relationships amongst each other, supporting meaningful collaboration, and fostering opportunities for continuous learning	staff will have the skills and support to create strong positive learning environments for students.

Theory of Action for Engaged Community:

If we...	then
care deeply about our community and are dedicated to working collaboratively with students, families, and community partners, in order to learn and provide the best ways to meet the various academic and social and emotional needs of our students	we will find the best ways to meet our students where they are and help them grow and thrive in school.

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 Reading	Area of strength	Our school administers this exam every 5 weeks and student growth increased after each test cycle.
	Benchmarks: Math IABs	Area of concern	This was our first year administering the exam. Math teachers need a lot more time planning ahead and aligning their scope and sequence.
	Benchmarks:	N/A	
	SBA:	Area of concern	We are hopeful that this year will improve but we have plateaued in some areas and decreased slightly in others over the course of the last two years.
	LTEL Data:	N/A	
	ELPAC	N/A	
	GPA	Area of concern	
	Credits Earned	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
	Student Support Data		
Choose 2	Attendance	Area of strength	Our attendance continues to be above 95% and we are continuing to decrease our percentage of students who are chronically truant.
	Suspension	Area of concern	
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of strength	We have increased our ranking to the 96th percentile for the state. This is our 9th consecutive year of growth.
	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	By April of 2018, 30% of students grew their reading level by 1.5 years or more, 18% grew 1 year or more, and 69% grew .5 years or more	By May of 2019, 35% of students will grow by 1.5 years in reading as measured by the STAR Reading Assessment, 25% of students will grow 1 year and 100% Helms students will grow .5 years.	All students	STAR Reading Assessment	Goal 1: Improve Student Achievement	Increase SBAC ELA proficiency

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire an instructional specialist (40% time dedicated to ELA)		50453	
2	After school tutoring for English, Writing, and Reading (62.5 hrs)		2500	
3	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		8610	1000
4	Professional Development including conferences, peer observation, and academic conferencing.		10500	
5	Materials and supplies and snacks for PD			1000
6				
7				
		TOTAL	**72063**	**2000**

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	On the 2016-17 SBAC 1.5% of students exceeded the standards, 5.6% met the standards, 19.5% nearly met the standards, and 73.4% did not meet the standards. By February of 2017, 45% of students improved their scaled score on the Interim Assessment Benchmark for mathematics and 16% of students moved into a higher band.	By February 2019, 70% of students will have improved their scaled score for the Interim Assessment Benchmark for mathematics (in Number Sense and Expressions & Equations) and 50% of those students will increase their scaled score by 10% or more.	all students	Math Interim Assessment Benchmarks for : Number Sense & Expressions and Equations	Goal 1: Improve Student Achievement	Increase SBAC Proficiency in Math

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire a 60% Math Coach to work three days a week			60163
2	Hire an Instructional Specialist (10% of time for math)		12613	
3	After school Tutoring in Math. (62.5 hrs)		2500	
4	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		9000	1500
5	Professional Development including conferences, peer observation, and academic conferencing.		10700	
6	Materias and supplies and snacks for PD			1000
7				
		TOTAL	**34813**	**62663**

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	By May 2018, 14% (56 students) of all EL students reclassified and 62% of ELD 1 students (18 students) met requirements to move to ELD 2 . All ELD 1 students (29 students) will move from ELD 1 to 2 in August 2018.	By May 2019, 18% of all EL students will be reclassified and 70% of ELD 1 students will meet the requirements to move to ELD 2	EL Students	District Reclassification Criteria and the District EL Level Criteria	Goal 1: Improve Student Achievement Goal 2: Improve Instructional Practice	English Learner (EL) reclassificatin rate will increase

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire Instructional Specialist (30% time spent on ELD)		37839	
2	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			1500
3	Professional Development including conferences, peer observation, and academic conferencing.		4000	
4				
5				
6				
7				
		TOTAL	**41839**	**1500**

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	By April of 2018, 33% of our African American students grew their reading level by 1.5 years or more, 16% grew 1 year or more, and 65% grew .5 years or more	By May of 2019, 35% of our African American students will grow by 1.5 years in reading as measured by the STAR Reading Assessment, 25% of students will grow 1 year and all Helms students will grow .5 years.	African American Students	STAR Reading Assessment	Goal 1: Improve Student Achievement	Increase SBAC ELA proficiency

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Peacemakers Mentors			80000
2	Professional Development including conferences, peer observation, and academic conferencing.		1000	
3				
4				
5				
6				
7				
		TOTAL	**1000**	**80000**

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	By April of 2018, 15% of students with mild to moderate disbilites grew their reading level by 1.5 years or more, 14% grew 1 year or more, and 61% grew .5 years or more	By May of 2019, 35% of students will grow by 1.5 years in reading as measured by the STAR Reading Assessment, 25% of students will grow 1 year and all Helms students will grow .5 years.	Students in the Special Education Program	STAR Reading Assessment	Goal 1: Improve Student Achievement	Increase SBAC ELA proficiency

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire an Instructional Specialist (20% of time spent on SPED needs)			
2				
3				
4				
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.		1500	1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.		500	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.		1000	
		TOTAL	**3000**	**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	By May 2018, 10% of Helms students participated in one of Helms' enrichment and/or health and wellness groups AND promoted a healthy school climate by planning/facilitating a positive campus event. 21.3% of students participated in one of Helms' enrichment and/or health and wellness groups but did not plan/facilitate a positive campus event. Helms scored in the 96th percentile on the CHKS for 2016-17. This was the 9th consecutive year of improvement.	By May 2019, 14% of Helms students will have participated in one of Helms' enrichment and/or health and wellness groups AND promoted a healthy school climate by planning/facilitating a positive campus event with their group.	All students	Beacon Director Master Spreadsheet of Participation Records	Goal 4: Improve Student Engagement and Climate outcomes	Report CA Healthy Kids Survey

Insert your Discipline Matrix Link here [ ]

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Hire 1.0 Campus Safety Officer			58567
2	Hire a .4 PBIS/RTIPS Coach			40109
3	Hire an additional .4 PBIS/RTIPS Coach			40109
4	OT for Clerical Staff			999
5	Contracts for students		25000	2000
6	Provide Study Trips for students		2500	5902
7	Mindful Life Contract			15000
		TOTAL	**27500**	**162686**

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	Over 200 parents (approx 20%) participated in one of our family engagement opportunties (other than Back to School Night and Open House): Cougar College, Attendance Success, Black History Student Success Night, Parent University, Coffee Club, Family/Student Support Night, AAPAC, ELAC.	By May 2019, 25% of parents will have participated in a family engagement opportunity.	all students	Family Participation Logs/ Sign-in and Out Sheets	Goal 3: Increase parent and community engagement, involvement, and satisfaction	Parent University Graduation

	Actions to Support Goal: (one action per line)	By When:	Title I Cost	LCFF Cost
1	Arrange child care for parent events and meetings		750	
2	Offer translation for parent events and meetings.		1200	
3	Extra hours for teachers w/parents at events (37 hours)		1480	
4	Materials and supplies for parent events		177	2331
5	Provide light refreshments for parent events and meetings.		1000	3000
6	Extra hours for SCOWs for evening parent events		2384	
7				
		TOTAL	**6991**	**5331**

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.			5000
2				
3				
4				
5				
6				
7				
		TOTAL	**0**	**5000**

OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT

Student Achievement

Other 1

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
Professional Development and Collaboration	In the 2017-18 school year Helms focused on PLCS in Departments and Houses. Depts. were offered three release days for PD and planning. Profesional conferences like CABE, NGSS, and Project Read were attended by staff to increase content and social emotional knowledge.	By May 2019, 80% of Helms teachers will have utilized their three department planning release days and have participated in at least one extra professional development focused on supporting ELs, African American student achievement, Special Education students, or their content area.	all students	Sign-in sheets and agendas	Goal 2:Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.	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:	Title I Cost	LCFF Cost
1	Professional Development & Collaboration Hours for Teachers		4000	
2	Substitutes for teacher collaboration by department 121 day (approx. 3 days per teacher)		19000	
3	Subs for conferences and PD (80 days)			5280
4	Light Snacks for PD			2000
5	Light Snacks for PD catered			1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			
7	Materials and Supplies for PD			1000
		TOTAL	**23000**	**9280**

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	329460	0
Title I	210206	0

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	329460
Title I	210206

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 activites 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.