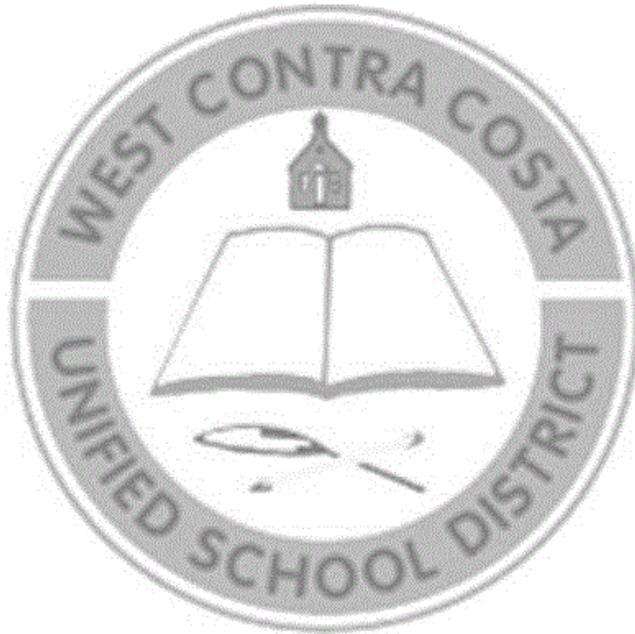


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

LINCOLN ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	_____
Principal:	Megan Burnham
Address:	29 6th Street
City:	Richmond, CA 94801
Telephone Number:	231-1404
E-mail address:	mburnham2@wccusd.net



BOARD OF EDUCATION

2018 - 2019

BOARD PRESIDENT: VALERIE CUEVAS

BOARD CLERK: MISTER PHILLIPS

BOARD MEMBERS:

**ELIZABETH BLOCK
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TOM PANAS**

**SUPERINTENDENT
MATTHEW DUFFY**

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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:

Instructional Leadership Team, Transformation Network Team

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: 6/4/2018
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:

Megan Burnham

Typed name of school principal

Signature of school principal

6/4/18

Date

Claudia Garcia

Typed name of SSC Chair

Signature of SSC Chair

6/4/18

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	Claudia Garcia			June 2020	Chair
Parent #2	Karla Ramirez			June 2020	
Parent #3	Karla Escobar			June 2020	
Parent #4	Rakidah Wright			June 2020	
Parent #5	Ada Zalaza			June 2020	
School/Other Members					
Teacher #1	Courtney Bunney			June 2018	
Teacher #2	Robert Kirker			June 2020	
Teacher #3	Maria Cottani			June 2018	
Other	Evelia Agredano			June 2020	
Principal	Megan Burnham				

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:
				ILT and grade level teams
Step 2	Gather input from	Process:	or	Process:
		Members of SSC provided input on Climate / Social-Emotional Theory of Action during the Restorative Practices Working Group (June 5, 2018)		
Step 3	SPSA strategies development	Process:	or	Process:
				ILT and grade level teams
Step 4	Budget development	Process:	or	Process:
		SSC members delineate priorities and vote on Title 1 expenditures		
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
				Admin team regularly compiles relevant data and reviews in cycles of inquiry.

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.

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 concern	Students meeting SGP target: 1st grade teachers at 42% and 50%. Continued efforts in reading intervention and add on work on DOK/ higher order thinking.
	STAR Reading	Area of concern	Students meeting SGP target: 2nd = 50%, 3rd= 55%, 4th= 53%, 5th= 67%, 6th= 78%. Confirms stronger literacy instruction at upper grades, lower grades focused on basic phonemic awareness. Plan is to work on DOK and higher order thinking for all students.
	Benchmarks: BPST	Area of strength	2nd grade: Nov avg score = 32 out of 85 in May grew to 60. Avg growth = 19. 1st grade: March = 26 out of 60 & May = 34 Avg growth = 6.25 pts (began intervention in March). Continue focus on WIN (What I Need) block small group intervention in RLA & expand strategy to K-3.
	Benchmarks: Edmodo	Area of concern	The ILT agreed on a plan for teachers to administer Edmodo snapshots for each standard taught to have access to more formative data. At this point we have inconsistent data so will need to discuss with ILT for next year if we will commit to this plan for next year.
	SBA:	N/A	
	LTEL Data:	Area of concern	
	ELPAC	N/A	no data yet
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	
	Suspension	Area of concern	25% of our students were suspended this year. We have 109 unique students who have been suspended this year. 46% of those students are African America while they make up 20% of the population. 50% are Latinx and make up 71% of the school population. We have a working committee focused on creating a climate Theory of Action, have launched a collaboration with Seneca, and have submitted a Pioneer Project to create alternatives to suspension and address the district's commitment to PBIS and Restorative practices.
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	Concern on the part of families as to safety in the classrooms, as well as school-wide. Specifically, this relates to the challenges of very disruptive students in the classrooms that are distracting other students from learning.
	Other:	Area of concern	
	Other:	Area of concern	

**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

Lincoln Theory of Action

Lincoln Elementary – Theory of Action 2018-2019

Student Culture and Climate:

IF our climate theory of action - and our detailed Math and ela theories of action - are properly and systematically implemented and maintained to fidelity throughout the school year by everyone, THEN we will see improvement in culture, behavior, climate, and academics.

Adult Learning and Collaboration:

IF we engage in authentic collaboration as educators in organized cycles of inquiry, then We Are resilient dedicated teachers and professionals.

Learning and Teaching:

IF our lesson planning and instruction is informed by data, THEN teachers will be able to function at a high level of autonomy and creativity to ensure students will make greater academic gains.

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	SGP 40 (SY17-18) Grade 2: 52% (32 of 62) Grade 3: 73% (45 of 62) Grade 4: 58% (35 of 60) Grade 5: 72% (43 of 60) Grade 6: 58% (32 of 55)	80% of students will end the year in the 40th student growth percentile according to the STAR assessment.	All students with a focus on grade 2	STAR Reading 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 10 points on SBA level 3
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Progress monitoring & data collection - Consistently assess and track student growth through STAR testing every 4-6 weeks.			Ongoing		
2	Enroll students in knowing and meeting their growth goals through consistent check-ins, visible tracking and celebration of achievement schoolwide through AR trackers, "running" the halls, and achievement assemblies..			Ongoing		
3	Pay teacher for extra hours for tutoring.			Ongoing	4063	
4	Pay for instructional aide					18627
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books and materials for intervention (WIN-Block) and reading workshop					1000
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				1051	1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1200	1000
TOTAL					6314	21627

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	2017 SBAC Mathematics Grade 3 not met 76.47% nearly met 14.71% met/above 8.82% Grade 4 not met 68.75% nearly met 20.31% met/above 10.94% Grade 5 not met 81.54% nearly met 15.38% met/above 3.08% Grade 6 not met 58% nearly met 24% met/above 18%	30% of students in Grades 3-6 will increase by one performance level in the SBAC. - No more than 5% of students dropping a performance level	All students	Interim SBAC Assessments, SBAC, Kahn Academy progress monitoring	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Theory of Action - ILT owns this -					
2	- By the 2020 school year over 60% of our sixth grade students will leave for middle school meeting or exceeding the standards in math.					
3						
4	Trackers school wide, help students keep track of goals on data cards, running of hallway to celebrate progress					
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					1500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				950	2000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				1200	1000
TOTAL					2150	4500

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)	2017-2018 school year, reclassified 17 out of 127 in grades 3-6	Triple the rate of reclassification - to closer to 60 students who are reclassified.	All EL students - focus on students who need support in meeting 2 or 3 of the criteria for reclassification.	STAR, ELPAC domains (reading, writing, speaking, listening)	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster	Increase rate to 200%	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Create clear plan for newcomers.						
2	Integrate EL standards into regular classroom instruction.						
3	Use data to block students for required minutes everyday.						
4							
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					744	
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.				750	547	
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				750		
TOTAL					1500	1291	

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	11% of aa students met or exceeded standard on the sbac for math, 9% of aa students met or exceeded standard on the sbac for ELA	All AA students will meet the school-wide growth targets	African American students	SBAC data, STAR, edmodo	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	African American Students will meet school wide growth targets in Academic Areas	
Actions to Support Goal: (one action per line)					By When:	Title I Cost	LCFF Cost
1	Provide increased collaboration time for teachers to conduct data analysis				500		
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.				500		
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				500		
TOTAL					1500	500	

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	SGP 40 (SY17-18) Grade 2: 52% (32 of 62) Grade 3: 73% (45 of 62) Grade 4: 58% (35 of 60) Grade 5: 72% (43 of 60) Grade 6: 58% (32 of 55)	Implement the ISP model ("WIN block) from grades k -3 as intervention for ELA	Students with special needs	STAR, STAR Early Literacy, BPST, SBAC	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth.	Students with special needs meet their individual IEP goals within the WIN block structure, as well as with the individual time with resource teacher.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Raz Kids, Rhyme Magic, Words Their Way, Khan Academy, additional computer programs as needed					
2						
3						
4						
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					200
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.				500	
TOTAL					1000	200

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	25% percent of students were suspended 17-18	Reduce suspensions by 25%	All students, with a focus on students with more than one suspension	Suspensions - using SWIS, powerschool	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rate will decrease by 25%
Insert your Discipline Matrix Link here []						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Fund .50 of Vice Principal position			August		60622
2	Working Group to create Climate Theory of Action and Restorative Justice working model					
3	Pay for study trips for students					8400
4	Contracts: BACR, SENECA			August	13825	
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					300
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.				500	
TOTAL					14825	69322

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	Less than 5% AA family involvement, and approx. 15% Latin family involvement	Increase African American and Latin Parent Involvement in three areas: Volunteering, Parent Check-ins and Events by 35% each	African American and Latin	Data gathered by Full Service Community School Coordinator		Increase AA and Latin Parent Involvement by 35%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Full Service Community School Coordinator outreach				37173	
2	Extra Teacher Hours for parent meetings and events				1082	
3						
4						
5	Provide light refreshments for parent events and meetings.				925	
6						
7						
TOTAL					39180	0

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	90% of students in attendance	95% or above students in attendance daily.	all students	Attendance data in Power School	Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI), and foster youth (FY) students	All schools will maintain a daily attendance of 95% or above
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	Bilingual Outreach School Specialist will work with families on attendance. (3 days a week) - Cost put into parent section					
3	Full Service Community School Coordinator					
4	Attendance clerk					
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	97940	0
Title I	66469	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	97940
Title I	66469

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.