

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

OHLONE ELEMENTARY



<b>Board Approval Date:</b>	December 5, 2018
<b>Contact Person:</b>	Kim Moses
<b>Principal:</b>	Kim Moses
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**BOARD OF EDUCATION**

**2018 - 2019**

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**BOARD CLERK: MISTER PHILLIPS**

**BOARD MEMBERS:**

**ELIZABETH BLOCK**

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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:  
[Redacted]

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: [Redacted]

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:

[Redacted]

Typed name of school principal

[Redacted]

Signature of school principal

[Redacted]

Date

[Redacted]

Typed name of SSC Chair

[Redacted]

Signature of SSC Chair

[Redacted]

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				
<b>Parent #1</b>	Yolanda Cacho		2019	
<b>Parent #2</b>	Mei Tran		2019	
<b>Parent #3</b>	Lourdes Miller		2018	
<b>Parent #4</b>	Chris Chartrand		2018	
<b>Parent #5</b>	Teshelle Bobo		2018	
School/Other Members				
<b>Teacher #1</b>	Heidi Scharffenberg		2019	
<b>Teacher #2</b>	Tory Cox		2019	
<b>Teacher #3</b>	Yvonne Sao Vicente		2018	
<b>Other</b>	Bernadette Aguwa		2018	
<b>Principal</b>	Kim Moses		NA	

**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
<b>Step 1</b>	<b>Analyze local assessment data</b>	Process:	or	Process:
				Principal and Instructional Leadership Team
<b>Step 2</b>	<b>Gather input from</b>	Process:	or	Process:
				Principal, Instructional Leadership Team, School Staff, and PTA
<b>Step 3</b>	<b>SPSA strategies development</b>	Process:	or	Process:
				Principal, Instructional Leadership Team and School Staff
<b>Step 4</b>	<b>Budget development</b>	Process:	or	Process:
				Principal, Instructional Leadership Team, School Staff, and PTA
<b>Step 5</b>	<b>Finalize and submit SPSA for School Board Approval</b>	Date:		
<b>Step 6</b>	<b>SPSA monitoring</b>	Process:	or	Process:
				Principal and Instructional Leadership Team

## 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**

Ohlone's Theory of Action



## 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	Teachers need to collaborate more and share instructional strategies and best practices regarding students' reading skills.
	STAR Reading	Area of concern	Teachers have received a lot of training and professional development over the years. The staff, overall, are seasoned instructional leaders who use best practices to teach reading and writing daily. In addition, the use of tablets in the classroom has greatly improved student interest and motivation to succeed academically.
	Benchmarks:	N/A	
	Benchmarks:	N/A	
	SBA:	N/A	
	LTEL Data	N/A	
	ELPAC	N/A	
	Other: Lucy Calkins Writing Program from Teachers' College	Area of concern	Teachers have received training, but need to fully implement this writing program at all grade levels. Teachers need more time to work collaboratively on best instructional practices, and work more closely with ILT.
	Other:	N/A	
Student Support Data			
Choose 2	Attendance	N/A	
	Suspension	Area of concern	Suspensions are very low. Using Restorative Practices, BEST Practices, and PlayWorks greatly support positive discipline climate both inside and outside the classroom.
	Parent/Community Survey	N/A	
	Healthy Kids Survey	Area of concern	Need to get more 5th grade students to take the Healthy Kids Survey
	Other:	N/A	
	Other:	N/A	

**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	1) In 2017-18, 51% of students in grades 2-5 scored At/Above the 50th Percentile on the STAR test.	By May 2019, 60% of students in grades 2-5 will score At/Above the 50th Percentile on the STAR test.	4th graders	Pre- and Post-Test Site-based Writing Assessment and STAR test	Improve student achievement for all students and accelerate students learning increases for EL, low-income students, and foster youth.	Grow 10 points to move closer to SBAC ELA Level 3
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Conduct Data Collaboration with grade levels to analyze data and plan instruction			ongoing		2000
2	After school professional development and collaboration (and pay teachers)			ongoing		1000
3	ILT Professional Development			ongoing		500
4	Purchase materials and supplies for PD and other materials			ongoing		500
5	Pay for substitutes to release teachers for academic conferencing and PD, conferencing for students at risk			ongoing		3263
6	Purchase materials and supplies for students and teachers (Lucy Calkins)			ongoing		4000
7	Word Wizard program -- incentivize learnign high frequency words for reading and writing			ongoing		500
8	Software license for reading--phonics and whole language that builds reading and writing			ongoing		1000
9	Clerical support for collaboration and PD sessions and materials			ongoing		500
10	Conferences for teachers/administration			ongoing		3500
<b>TOTAL</b>					<b>0</b>	<b>11763</b>

**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	1) 85 % of Tier 1 students scored 90-100%. 2) 62% of Tier 2 students scored Tier 2 on the Multiplication Test (13 students)	1) By May, 2019, 70% of Grade 3 students will score at Tier 1 (90% or better) on the Multiplication Test.	3rd Graders	Multiplication Facts Site-Based Math Assessment (pre- and post- tests)		Grow 15 points to move closer to SBAC Math Level 3
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Conduct Data Collaboration with grade levels to analyze data and plan instruction			ongoing		2000
2	Pay for Substitutes for PD for teachers			ongoing		2000
3	ILT Professional Development			ongoing		1000
4	Purchase materials and supplies for professional development and other materials			ongoing		500
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.					
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					
8	Clerical Support for collaboration and PD sessions and materials			ongoing		250
9	Instructional Aide #2			ongoing		4550
10	Pay teachers extra hours for PD/Collaboration			ongoing		1000
<b>TOTAL</b>					<b>0</b>	<b>5500</b>

**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)	Our base-line data is being disaggregated by the state since moving to the ELPAC.	We anticipate our students will show positive results increasing our reclassification rate by 10%.	English Language Learners	ELPAC	Improve student achievement for all students and accelerate student learning increases for EL, low income students, and foster youth	English Learner reclassification rate will increase by 10%.
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Conduct data collaboration with grade levels to analyze data and plan instruction			ongoing		500
2	Pay for substitutes for Professional Development for teachers			ongoing		500
3	ILT Professional Development			ongoing		200
4	Purchase materials and supplies for PD and other materials			ongoing		750
5	Pay teachers extra hours for PD/Collaboration			ongoing		500
6	Pay for Substitutes for SST's			ongoing		200
7	Lower division tutor support for EL students			ongoing		1500
8	Conferencing for students at risk			ongoing		
9	Instructional Aide #1			ongoing		4551
10	Purchase materials and supplies for students			ongoing		500
<b>TOTAL</b>					<b>0</b>	<b>4150</b>

**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	The average STAR percentile rank for African-American students is 59% for grade 2; 41% for grade 3; 42% for grade 4; and 38% for grade 5.	By May, 2019, 60% of African-American students will test At/Above the 50th Percentile on the STAR test in grades 2-5.	Students in Grades 2-5	STAR	Improve student achievement for all students and accelerate students learning increases for EL, low income students, and foster youth	Grow 10 points to move closer to SBAC ELA Level 3
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Conduct Data Collaboration with grade levels to analyze disaggregated data and plan for instruction					1000
2	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.					1000
3	Purchase materials and supplies for students, including more relevant, multicultural materials: instructional materials, technology, on-line licenses, student incentives, and books.					1000
4	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.					1000
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>4000</b>

## 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	For the School Year 2017-2018, Learning Center served approximately 60 students. For the School Year 2017-2018, RSP served approximately 22 students.	1) For the School Year 2018-2019, with learning center support, students in grades 2-5 scoring at the 10th percentile or lower on the STAR will improve to score at/or above the 25th percentile on STAR after intervention services.	Students 2-5	STAR	Improve student achievement for all students and accelerate student learning increases for EL, low income students, and foster youth	Scaled Score will improve 50 points on both STAR Early Literacy and STAR.	
<b>Actions to Support Goal: (one action per line)</b>					<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1							
2							
3							
4							
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.						672
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.						1500
<b>TOTAL</b>					<b>0</b>	<b>2172</b>	

#### 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	We did not have enough students to get a State Report from last year.	By June 2018, 90% of 5th grade students will express that the learning environment is supportive and motivating, as evidenced by the Healthy Kids survey.	5th grade students	California Healthy Kids Survey	Improve student engagement and climate outcomes, and allocate services to EL, low income and foster youth students	Report CA Healthy Kids Survey Key Findings and subgroup comparisons	
Insert your Discipline Matrix Link here [ ]							
<b>Actions to Support Goal: (one action per line)</b>					<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase incentives, such as Excellence Cards, for students				ongoing		750
2	Purchase incentives for the Excellence Store				ongoing		554
3	Provide training on student social-emotional support for certificated and classified staff				ongoing		500
4	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.				ongoing		1000
5	Purchase incentives for students, such as Word Wizard Shirts				ongoing		6000
6							
7							
<b>TOTAL</b>					<b>0</b>	<b>8804</b>	

#### 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	Ohlone PTA membership was 150 parents, as measured by the the membership roster.	By May, 2019, Ohlone PTA membership will increase by 10% as measured by the membership roster.	Parents of K-5 students	LCAP	Increase parent and community engagement, involvement, and satisfaction	Report key findings from the California School Parent Survey measuring engagement, involvement, and satisfaction and PTA Membership Roster.	
<b>Actions to Support Goal: (one action per line)</b>					<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Offer translation for parent events and meetings.				ongoing		
2	Pay for materials and supplies for parent activities and events				ongoing		1000
3	Arrange child care for parent events and meetings.				ongoing		
4	Provide light refreshments for parent events and meetings.				ongoing		300
5							
6							
7							
<b>TOTAL</b>					<b>0</b>	<b>1300</b>	

**OPTIONAL ACTION PLAN FOR IMPROVING STUDENT ACHIEVEMENT**

**Student Achievement**

**Attendance**

<b>2018-2019 Single Plan for Student Achievement (SPSA) Goals</b>					<b>LCAP Alignment</b>	
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	Ohlone's overall average student attendance percentage from August, 2017 through the end of March 2018 was 94.76	By May 2019, Ohlone's overall average student attendance percentage will be at 96% or higher as measured by the attendance data in PowerSchool.	All students K-5	PowerSchool	Improve student engagement and climate outcomes, and allocate services to EL, low income, and foster youth students	All schools will maintain 95% or above attendance rate
<b>Actions to Support Goal: (one action per line)</b>				<b>By When:</b>	<b>Title I Cost</b>	<b>LCFF Cost</b>
1	Purchase Perfect Attendance Certificates and other incentives			ongoing		300
2	SART meetings/parent conferences/communications with parents			ongoing		
3	Teacher collaboration, conferences, and development of student support plans			ongoing		500
4	Extra clerical support (truancy, residency, supporting principal)			ongoing		1183
5						
6						
7						
<b>TOTAL</b>					<b>0</b>	<b>1983</b>

**Overall Budget Summary**

**Summary of Costs**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
<b>LCFF</b>	39672	0
<b>Title I</b>	0	0

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
<b>LCFF</b>	39672
<b>Title I</b>	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.