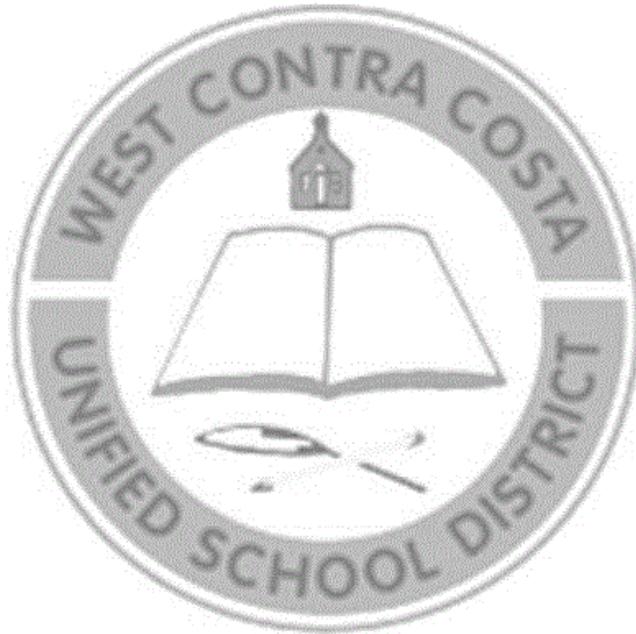


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

OLINDA ELEMENTARY



Board Approval Date:	December 5, 2018
Contact Person:	Deyda Mendoza
Principal:	Amandeep Randhawa
Address:	5855 Olinda Road
City:	Richmond, CA 94803
Telephone Number:	231-1452
E-mail address:	arandhawa@wccusd.net



BOARD OF EDUCATION

2018 - 2019

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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:

AAPAC, SSC served as ELAC, ILT

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 17, 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:

Amandeep Randhawa

Typed name of school principal

Signature of school principal

5/2/18

Date

Kim Royce

Typed name of SSC Chair

Signature of SSC Chair

5/17/18

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	Carol Hernandez		June 7, 2019	X
Parent #2	Ruth Horton		June 7, 2019	
Parent #3				
Parent #4				
Parent #5				
School/Other Members				
Teacher #1	Allyson Burkholder		June 2020	
Teacher #2	Amber Burtch		June 2019	
Teacher #3	Manjot Pannu		June 2019	
Other	Lori Thompson		June 2020	
Principal	Amandeep Randhawa		June 2019	

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:
		Teachers complete DDI to address students progress and current data during Academic Conferences around the SPSA SMART Goals and Action Steps. The data is then shared with staff and SSC.		Principal and Teachers
Step 2	Gather input from	Process:	or	Process:
		ILT meets monthly to address school wide goals and action steps, discussion is continued with teachers. SSC provides input of stakeholders. PTA and AAPAC represents community.		Principal, SCOW, Teachers and ILT.
Step 3	SPSA strategies development	Process:	or	Process:
		At the end of the previous year, ILT reviews the SPSA and looks for areas of strength or challenges. We then analyze the findings and develop an SPSA for the current year based on the information and either continue with similar SMART Goals or adjust accordingly.		Principal, ILT and Teachers
Step 4	Budget development	Process:	or	Process:
		ILT creates action steps that will support the SMART goals established. We then factor the estimated cost of those goals and determine the budget accordingly. SSC approves any necessary LCFF expenditures.		Principal, ILT and Teachers
Step 5	Finalize and submit SPSA for School Board Approval	Date:		
Step 6	SPSA monitoring	Process:	or	Process:
		The SPSA is monitored by ILT each trimester and adjusted accordingly and then discussed with SSC.		Principal, ILT, SSC and Teachers

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

Olinda Theory of Action

Olinda Elementary

Theory of Action 2018-2019

If we foster a culture of learning together through providing teachers with high quality professional development and cross-grade level articulated collaboration of effective practices, then we will see the quality of our instruction improve, and we will build the confidence of our teachers to provide consistent, differentiated, rigorous instruction, which will promote student engagement and achievement.

If we provide multiple, positive opportunities to engage with our families through both social and academic events, then we will see improved home-school relationships that will support our students' social and emotional well-being.

If we build a community that promotes college and career readiness through a variety of ongoing learning opportunities, then we will model and encourage a growth mindset that will resonate with students as they continue their journey of being a lifelong learner.

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	83% (40 students) 1st graders demonstrate mastery and 6% (8 students) did not
	STAR Reading	Area of concern	51% (110 students) of 2nd-6th graders demonstrate mastery and 49% (105 students) did not
	Benchmarks: My Math	Area of strength	According to the My Math 3rd benchmark assessment, 93.8 % of Kindergarteners, 75.5% of 1st graders and 95.7% of 2nd graders meet or exceed standard
	Benchmarks:	Area of concern	
	SBA:	Area of concern	
	LTEL Data:	Area of concern	
	ELPAC	Area of concern	
	Other:	Area of concern	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	Olinda was not able to keep an average of 95% attendance during all of the school months
	Suspension	Area of strength	Olinda had 0 suspensions for the 2017-2018 school year
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	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	Based on the STAR Reading /Early Literacy data for May 2018, 61% of 1st-6th grade students demonstrated one or more proficiency growth in their Instructional Reading Level, with 45% of students scoring at or above benchmark.	By May 2019, 70% of students in grades 2nd through 6th grade will move up one Instructional Reading Level and 75% will be at or above grade level, as measured by the Renaissance Learning Reading Assessment.	2nd-6th graders	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Intervention tutor support			Fall		4162
2	Theater assemblies and workshops.			Winter		1500
3	Allocate dedicated reading time, buddy reading time and read alouds in the classroom.			Ongoing		
4	Monitor student progress by using STAR Reading online assessment every 6 weeks and implement reading incentives for students that are reaching their personal goals.			Every Trimester		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		4753
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	12415

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	As of May 2018, 27% of students in grades 1st-6th grade have moved up one proficiency level as measured by the STAR Math assessment and 64% scored at or above the proficiency level for their grade.	By May 2019, 75% of students in grades 1st-6th grade will move up one Grade Equivalency level as measured by the STAR Math assessment.	1st-6th graders	STAR Math Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.	Grow 15 points to move closer to SBAC math level.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Tutor support for students at the intervention level.			Winter		1000
2	Math Festival			Fall		1500
3	Afterschool homework club utilizing Khan Academy and other online software			Ongoing		2600
4	Recognize students that are making progress towards the math SMART goal			Every Trimester		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		2500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	9600

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 of 2018, we had 12 RFEP eligible EL students that were reclassified as measured by the writing assessment for reclassification.	By June 2019, all EL students who are RFEP eligible will be reclassified as measured by the writing assessment for reclassification.	English Learners who are RFEP eligible.	WCCUSD ELD reclassification writing assessment.	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.	English Learner (EL) reclassification rate will increase to 13%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Offer students a Book Club to participate in that will support their English language acquisition.			Ongoing		
2	Peer observations of ELD instruction to support the implementation of EL strategies.			Ongoing		
3	ELL will receive targeted support during 45 minute ELD instruction.			Ongoing		
4	Support an ELAC on site			Fall		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		500
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		500
TOTAL					0	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	According to STAR Reading data from May of 2018 out of 26 of our African American students in grades 2nd-6th that received lower division tutor support, 19 (73%) moved up 1/2 or 1 Instructional Reading Level.	By May 2019, African American students in grades 2nd-3rd will improve their Instructional Reading by 1/2 a level and African American students in grades 4th-6th will improve their Instructional Reading by 1 level, as measured by the STAR reading assessment.	African American students in grades 2nd-6th.	STAR Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learner (EL) and low income (LI) students.	Grow 10 points to move closer to SBAC ELA level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Community outreach and support and continue growth of African American Parent Advisory Committee (AAPAC) and Mafanikio.			Ongoing		
2	Tutor support for students in grades 2nd-6th that are scoring at the intervention level .			Fall		
3	Offer students opportunity to participate in a Book Club, that supports and engages students in reading culturally relevant stories by African American authors.			Ongoing		
4	African cultural art workshop, that builds cultural awareness.			February		
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books.			Ongoing		500
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training.			Ongoing		1000
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		500
TOTAL					0	2000

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	During the 2017-2018 school year we had 10 students out of 15, 67% of students with IEPs who met their goals and 5 students and 33% who did not.	During the 2018-2019 school year, 70% of our students with IEPs will achieve their individualized goal by the end of the school year.	Students with IEP	IEP goals	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster youth (FY).	100% of WCCUSD students are enrolled in required core subject areas and a broad course of study.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Increase additional IA supports and time, whole day.					
2	Provide a coach/specialist to offer support and training for the RSP teacher.					
3	Provide a tutor to support the learning center.					2500
4	Prep teacher will provide small group support.					
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 alignment of IEP goals with grade level content standards.					500
TOTAL					0	4000

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	According to Powerschool data, there were 4 referrals and 0 suspensions for the first trimester and 0 referrals and 0 suspensions for the 2nd trimester and 4 referrals and 0 suspensions for the 3rd trimester.	By the end of 1st trimester and 2nd trimester there will be no more than 25 student referrals. By the end of the 3rd trimester, there will be no more than 20 student referrals.	All	Decrease in referrals and suspensions will be measured by log entries into Powerschool.	Improve student engagement and climate outcomes, and allocate services to English Learner (EL), low income (LI) and foster youth (FY).	Suspension rates will decrease by 2%.
https://docs.google.com/document/d/11HjwZ-4suLh-hazkGMRzTD7OmHntDyHHBri0XQCJTU/edit?usp=sharing						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Teachers participate in Restorative Trauma Informed Practices training.			Summer & Fall		
2	School wide referral system/reflection forms/positive referrals			Ongoing		
3	Caught Being Good tickets awarded for positive choices and weekly/monthly drawings held for incentives.			Ongoing		500
4	Character Counts Assembly			Ongoing		938
5	Purchase materials and supplies for students: instructional materials, technology, on-line licenses, student incentives, and books, including GEMS and Brainology.			Ongoing		1153
6	Provide professional development opportunities: on and off site including conferences, contracts, peer observation and teacher extra hours for training. Staff will participate in a book read: "High Expectations Teaching", by John Saphier.			Ongoing		1062
7	Provide collaboration time focusing on data analysis, program planning, academic conferencing, and coaching support.			Ongoing		1000
TOTAL					0	4653

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	During the 2017-2018 school year, Olinda offered the following parent community events: Family Technology Night Principal Coffee Chats (7% in attendance), Family Literacy Night (8% in attendance), Multi-Cultural Potluck (15% in attendance) & a Family Science Showcase, in addition to Back to School Night (77% in attendance) and Open House (60%).	By June 2019, Olinda will continue offering family community events by offering at least one each trimester, as measured by agendas and sign-in sheets, 50% of parents will support Olinda's ELA and Math content goals by being active participants in school wide activities and attending community events.	All	Yearly SSC Meeting Minutes event sign up sheets	Increase parent and community engagement, involvement, and satisfaction.	Report key findings from California School Parent Survey measuring engagement, involvement, and satisfaction.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Hire a part-time SCOW that will support family events, SSC and communication.			Ongoing		3500
2	PTA will support communication via "My School Anywhere"			Fall		
3	SSC will meet as needed to address issues concerning the school site plan to address student achievement.			Ongoing		
4	Teachers will attend and participate in family engagement events in the evening			Ongoing		1000
5	Provide light refreshments for parent events and meetings.			Ongoing		500
6	Develop a parent network group for our ELL families that supports parents with disseminating school information and supporting the ELAC.			Ongoing		
7	Arrange child care for parent events and meetings.			Ongoing		500
TOTAL					0	5500

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	40168	0
Title I	0	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	40168
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.