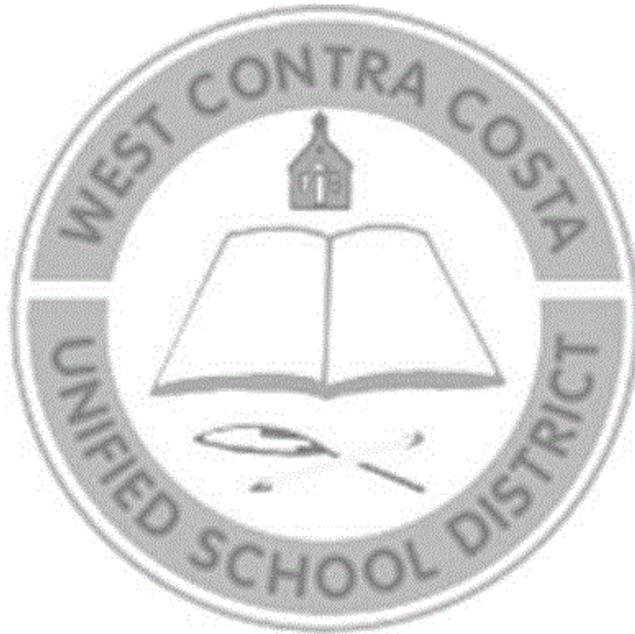


West Contra Costa Unified School District
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2018-19

VERDE K-8



Board Approval Date:	December 5, 2018
Contact Person:	Eric Acosta-Verprauskus
Principal:	Eric Acosta-Verprauskus
Address:	2000 Giaramita Street
City:	Richmond, CA 94801
Telephone Number:	231-1408
E-mail address:	eacosta-verprauskus@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:

Yes

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: 5/17/2018
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:

Eric Acosta-Verprauskus

Typed name of school principal

Signature of school principal

Date

Hilary Ogro

Typed name of SSC Chair

Signature of SSC Chair

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	Karen Garcia		June 2019	
Parent #2	Elizabeth Azamar		June 2019	
Parent #3	Victoria Farias		June 2019	
Parent #4	Gabriela Medina		June 2019	
Parent #5	Blanca Rios		June 2019	
School/Other Members				
Teacher #1	Hilary Ogro		June 2019	x
Teacher #2	Rachel Ricker		June 2019	
Teacher #3	Rebecca Jacobson		June 2019	
Other	Martha Nieto-Serrano		June 2019	
Principal	Eric Acosta-Verprauskus		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:
				Instructional Leadership Team Teacher Team Climate Team
Step 2	Gather input from	Process:	or	Process:
				Instructional Leadership Team Teaching Staff Climate Team
Step 3	SPSA strategies development	Process:	or	Process:
				Instructional Leadership Team Teaching Staff Climate Team
Step 4	Budget development	Process:	or	Process:
				Instructional Leadership Team
Step 5	Finalize and submit SPSA for School Board Approval	Date: 5/17/2018		
Step 6	SPSA monitoring	Process:	or	Process:
		SSC		

Executive Summary

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

WCCUSD LCAP GOALS

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

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

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

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

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

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

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

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

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

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

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

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

**Achieving
Students**

2017-18 LCAP Goals 1 & 5

1. Effective Leaders

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

2. Great Teachers

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

3. Authentic Student Experiences

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

**Invested
Employees**

2017-18 LCAP Goal 2

4. Competitive Compensation

Offer competitive compensation to attract and retain quality educators.

5. Supportive Conditions

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

6. Increased Capacity

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

**Engaged
Communities**

2017-18 LCAP Goals 3 & 4

7. Safe and Welcoming Schools

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

8. Positive School Climates

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

9. Socio-Emotional Services

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

Our Theory of Action

[Click here to view Verde's Theory of Action](#)

Theory of Action	If we... Then... Resulting in...	Targeted Actions	Goals
<p>Teaching and Learning</p> <p>(Data informed)</p>	<p>If we use data to drive our teaching and learning</p> <p>Then we will see high impact planning to strategically target each students' needs</p> <p>Resulting in all students urgently growing</p>	<p>Math</p> <ul style="list-style-type: none"> - Long term plans which include normed unit assessments and corrective teach - MOU to provide 6 half days for data analysis and corrective teach planning <p>Literacy</p> <ul style="list-style-type: none"> - School wide implementation of 6 units of study in writing workshop, small group reading instruction, and word study - MOU to provide 6 half days for data analysis and corrective teach planning <p>ELD</p> <ul style="list-style-type: none"> - Teach FOSS science core and long term plan science - Long term ELD plan based on ELD standards 	<p>Math</p> <ul style="list-style-type: none"> - Each grade level will have calendared unit assessments and employ corrective teach <p>Literacy</p> <ul style="list-style-type: none"> - 1 year reading growth as measured by Star - SGP 40+ grades 2-7 - 1 year writing growth as measured by TC rubric <p>ELD</p> <ul style="list-style-type: none"> - Reclassify 15% of ELs
Theory of Action	If we... Then... Resulting in...	Targeted Actions	Goals

<p>Student Culture and Climate (Inclusive and Restorative)</p>	<p>If we develop a collaborative community of empowered student leaders focused on strong character and achievement and deepen our restorative practices to ensure every student is engaged in their classroom communities</p> <p>Then we will see students solving problems, embodying core values, and being self efficacious</p> <p>Resulting in a safe inclusive student culture centered on learning and emotional intelligence.</p>	<ul style="list-style-type: none"> - Teach 20 minute community block each morning building classroom climate and reinforcing school messages, teaching core values, and Toolbox social emotional curriculum. - Develop a cadre of student leaders that can engage in problem solving and help shape school policies and school procedures - Implement restorative practices in classroom management to develop a positive, inclusive classroom culture - Provide 60 minutes of PD bi-monthly training teachers on culturally responsive practice, restorative justice, and trauma informed practice - Facilitate monthly climate team meetings consisting of teachers, admin, climate coach, student leaders and SCOW. 	<ul style="list-style-type: none"> - Reduce number of office referrals for defiance by 30% - Reduce referral risk ratio for African American students from 2.7 to 1.7
<p>Theory of Action</p>	<p>If we... Then... Resulting in...</p>	<p>Targeted Actions</p>	<p>Goals</p>
<p>Adult Learning and Collaboration (Reflect and Grow)</p>	<p>If we create systems and structures for effective adult collaboration and professional development</p> <p>Then we will see empowered adults with a plan and supports to solve problems of practice</p> <p>Resulting in a positive staff culture focused on reflection and growth.</p>	<p>Collaboration</p> <ul style="list-style-type: none"> - Professional learning communities collaborate 30 times per year for 60 minutes. - PLCs have option to collaborate for 1 additional hour of grade level planning per week <p>Professional Development</p> <ul style="list-style-type: none"> - PD pathways for professional learning plan, climate/culture, literacy via TOSA and Teacher's College, math via principal, ELD via vice principal, PLCs via principal - Observation Debrief and Feedback - Professional Learning Plans 	<ul style="list-style-type: none"> - Each teacher meets CSTP growth goals set in Professional Learning Plan as measured by CSTP Continuum of Teaching - PLCs reach growth goal on a teacher leader identified tool

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	
	STAR Reading	Area of concern	Verde students are reading on average from 1.5 - 2.5 years below grade level.
	Benchmarks:	Area of concern	
	Benchmarks:	Area of concern	
	SBA:	Area of concern	16% of Verde students met or exceeded standard in ELA SBAC. 8% of Verde students met or exceeded standard in Math SBAC.
	LTEL Data:	Area of concern	50% of Verde 6th graders are LTELs.
	ELPAC	Area of concern	
	Other:	Area of strength	
	Other:	Area of concern	
Student Support Data			
Choose 2	Attendance	Area of concern	Verde's attendance averages 93%.
	Suspension	Area of concern	
	Parent/Community Survey	Area of concern	
	Healthy Kids Survey	Area of concern	
	Other:	Area of strength	Verde has reduced office referrals by 80% from 2017-18 to 2016-17 school year
	SWIS Discipline Data		
	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	Students will grow on average by one year in reading as measured by the Star Reading Assessment for 2017-18 Students grew on average 0.9 years in 2017-18.	Students will grow on average 1 year reading in reading as measured by Star Reading or Fastbridge Assessment. Each student will grow 1 year in writing as measured by Teachers College Writing Rubrics and the difference between an on demand pre and an on demand post narrative assessment.	All	Star Reading Assessment On Demand Writing Assessment	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	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	Pay for Teacher on Special Assignment to lead and support teacher development in writing workshop, small group reading instruction, and word study.			June 2019	70500	19500
2	Each Verde teacher teaches 6 writing units of study, implements small group reading instruction and implements word study			June 2019		
3	Purchase materials and supplies for writing workshop, word study, small group reading instruction, and to reward student reading.			June 2019	Grant Funded	Grant Funded
4	Teacher leaders facilitate monthly literacy professional learning communities			June 2019		
5	Pay for MOU to allot 6 half days for teachers to analyze data and plan writing instruction, small group reading instruction, and word study			June 2019	Grant Funded	Grant Funded
6	Pay for subs to allow Verde teachers to attend Teachers College Site Labs PD			June 2019	Grant Funded	Grant Funded
7	Pay for teachers to attend 1 day before school PD focused on targeted actions			June 2019	Grant Funded	Grant Funded
TOTAL					70500	19500

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	The majority of grade level teams do not have a normed long term plan for mathematics, broken down into logical units that are driven by rigorous unit assessments.	Each grade level will have a normed long term plan that breaks prioritized standards into unit chunks which are assessed by normed end of unit assessments that are as rigorous as state standard/sbac, are calendared by first day of school, and in which the data can easily be mined (e.g. Illuminated)	All	Illuminate	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	Grow 15 points to move closer to SBAC Math level 3.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	pay for MOU to allot 6 half days for teachers to analyze data and plan writing instruction, small group reading instruction, and word study			June 2019	Grant Funded	Grant Funded
2	teacher leaders facilitate monthly math professional learning communities in dedicated collaboration time			June 2019	Grant Funded	Grant Funded
3	pay for teachers to attend 1 day before school professional development focused on creating grade level normed long term plan including unit assessments calendared and end of unit assessments aligned to rigor of cc standards			June 2019	Grant Funded	Grant Funded
4	provide additional hour of math professional development monthly and WestCap			June 2019	Grant Funded	Grant Funded
5	pay for teachers to participate in 30 minute weekly observation debriefs			June 2019	Grant Funded	Grant Funded
6	create culture of growth mindset and high math learning by implementing school wide math expectations			June 2019		
7	support teachers to create small group math intervention spaces in their core math blocks			June 2019		
TOTAL					0	0

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)	12% of ELs reclassified during 2017-18 school year.	For 2018-19 school year, we planned to reclassify a minimum of 15% of EL students	English Learners	Star Reading Assessment Units of Study Writing Rubrics	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	English Learner (EL) reclassification rate will increase to 15%.
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Facilitate ELD blocking school wide			June 2019		
2	Teach science core school wide and support teachers to develop standards aligned ELD units that develop language through science			June 2019		
3	Support implementation of ELD benchmark assessments and use data for instruction and blocking			June 2019		
4	Pay for VP who supports teachers in creating ELD and science long term plans and unit plans and professional development throughout the year			June 2019		30000
5	Support teachers in school wide focus on integrated ELD support across all content areas during math and literacy PD through observation debrief cycles and PDs			June 2019		
6	Send teachers and Administrator to conferences			June 2019		
7						
TOTAL					0	30000

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	African American students are 2.72 times more likely to be referred to office for discipline and 4 times more likely to be referred for defiance than their latino peers.	Reduce African American student risk ratio of referral from 2.72 to 1.72.	African American Students	Office Referral Data	Goal 4 Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rates will decrease by 2%
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Implement school wide PBIS			June 2019		
2	Implement restorative justice practices school wide			June 2019		
3	Provide all teachers trauma informed practices professional development			June 2019		
4	Facilitate school wide implementation of culturally responsive teaching practices through book study and Seneca led professional development			June 2019		500
5						
6						
7						
TOTAL					0	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	In 2017-18 school year, students with IEP grew about 0.9 school years on average.	In 2018-19 school year, students with IEP will grow 1.0 school years on average.	Students with IEPs	Star Reading Assessment	Improve student achievement for all students and accelerate student learning increases for English Learners (EL), low income (LI) students, and foster your (FY).	1.0 Years Star Reading
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Implement learning center focused on literacy support and intervention			June 2019		
2	Align IEP goals with school wide literacy goals			June 2019		
3						
4						
5						
6						
7						
TOTAL					0	0

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	17-18 Referral Data: 174 (compared to 348 in 16-17)	Reduce number of referrals for defiance by 25% by end of 2018-19 school year.	All	office discipline referrals	Goal 4 Improve student engagement and climate outcomes, and allocate services to English learner (EL), low income (LI) and foster youth (FY) students	Suspension rates will decrease by 2%
Click Here to View Verde Discipline Matrix						
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	Implement school wide PBIS including climate team, community blocks, star store, star cards, star achievement party, student of the week, and superstar of the month			June 2019	Grant Funded	Grant Funded
2	Implement restorative justice practices school wide			June 2019	Grant Funded	Grant Funded
3	Provide all teachers trauma informed practices professional development			June 2019	Grant Funded	Grant Funded
4	Provide 1 day of professional development to all teachers before school and bi-monthly PDs focused on PBIS, restorative justice, trauma-informed practices, and culturally responsive practices			June 2019	Grant Funded	Grant Funded
5	Pay for 0.5 of vice principal to maintain PBIS and RJ structures			June 2019		37000
6	Provide full time clinician and student support aide and facilitate small group skill builds			June 2019		
7	Pay for yard supervision to implement PBIS on playground, hallways, and cafeteria			June 2019		1106
TOTAL					0	38106

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	PTA raises enough money to support school functions. PTA raised about 8k in 2017-18.	PTA will raise 20k in 2018-19.	All	Treasurer's notes from PTA meetings	Goal 3: Increase parent and community engagement, involvement, and satisfaction.	Parent engagement dimension on SCAI survey
Actions to Support Goal: (one action per line)				By When:	Title I Cost	LCFF Cost
1	5 teachers provide three academic parent teacher conferences for 10 students annually			June 2019	1000	
2	Provide PD to teachers piloting conferences on how to use individual learning plan to drive accountability			June 2019		
3	Provide PD to parents participating in conferences on format of agenda and how to partner with teachers			June 2019		
4	Provide light refreshments for parent events and meetings.			June 2019	766	
5						
6						
7						
TOTAL					1766	0

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	88106	0
Title I	72266	0

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF	88106
Title I	72266

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.