Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16

Diamond Elementary School

Superintendent
Rick Miller, Ph.D.

Diamond Elementary School
Vision Statement

Diamond Elementary School's vision is to ensure our students achieve their optimum potential while demonstrating safe, responsible, and respectful behavior. Our staff consistently uses research-based standards driven instructional practices and maximizes effective use of time. We empower parents and foster community involvement and partnerships in order to assist our students in attaining state standards.

Diamond Elementary School
Mission Statement

Diamond Elementary School, through a partnership involving the students, parents, staff, and community, will empower all students to develop the skills and strategies necessary to maximize their success in all curricular areas and become productive and contributing members of society, while being provided a safe, nurturing environment with high expectations for academic and social growth.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	94	93	105
1	106	95	97
2	103	96	87
3	93	106	99
4	96	96	104
5	90	97	96

Percent Actual Attendance

2012-13	2013-14	2014-15
97.61	98.22	98.33

Student Demographic by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	2 (0.34%)	1 (0.2%)
Asian	6 (1.03%)	5 (0.9%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	574 (98.46%)	581 (98.8%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	1 (0.17%)	1 (0.2%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	583	588

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Diamond Elementary School has a clear vision that involves all stakeholders, including students, staff, parents, and the community. All students will develop the skills and strategies necessary to be career and college ready, while being provided a safe, nurturing environment with high expectations for academic and social growth. Through equal access to core curriculum and high quality instruction, students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

Students will demonstrate the knowledge, skills, and values, necessary to become productive citizens in the 21st century. Students and staff will work in a healthy, safe, and secure environment that supports learning.
- Implement best first instruction based on Common Core State Standards utilizing current district adopted core programs and units of study. Teachers will follow current district curriculum guides and maps, resources, and assessments in instructional planning.
- A climate of universal achievement will be established focusing on implementing No Excuses University's six exceptional systems of creating a college and career ready school culture. Establish a committee to develop plan of action and monitor implementation.
- Instructional Leadership Team (ILT) will meet monthly discuss the instructional program and establish long term and short term goals. ILT members will disseminate information to grade level team members, help determine grade level collaboration agendas seek feedback toward progress of goals.
- School Site Council (SSC) and English Learners Advisory Committee (ELAC) members will receive and provide feedback/recommendations on Title I budget, instructional programs student achievement, student data.
- Provide staff development in Common Core Standards and district units of study as well as other areas as needed to transition to common core instructional shifts and increase overall teacher effectiveness and student success.
- Teacher collaboration or staff meetings are held each Wednesday for data analysis, vertical alignment, professional development, and instructional planning.
- Maintain a safe and nurturing school climate based on Positive Behavioral Intervention Supports (PBIS). Behavioral expectations, school wide matrix, and interventions are established to support student academic and behavioral needs. There will be a focus on decreasing suspension rates and continue positive attendance rates.
- Student academic and behavioral needs will be addressed during Student Success Team (SST), Coordination of Services Team (COST), Student Attendance Review Team (SART), GRIP meetings will be held to coordinate and monitor services for students. Substitutes will be provided for teacher release to participate in meetings.
- Administrator/Teacher Chats will facilitate the analysis of data and guide teachers in determining areas of need and possible interventions or instructional strategies.

Extended learning opportunities are provided to assure that all students meet or exceed grade level standards.
- Students have the opportunity to participate in extracurricular activities after school through Playworks, GRIP, Big Brothers Big Sisters, and school clubs, and Girl Scouts.
- Standards aligned educational field trips, assemblies, and guest speakers are provided for disadvantaged students to enhance the classroom learning and allow students extended opportunities for learning outside of school.
- Long Term English Learners (LTEL) in 3rd-5th grades will receive additional support in English language development.
- Engage 360, after school enrichment program, provided by the district will provide enrichment activities, homework support, and physical education for students K-5th grade.
- Supplemental materials and instructional supplies will be purchased to ensure a systematic, structured, effective implementation of the instructional and intervention program.

Increased access to technology is provided to assure students meet or exceed state standards and are ready for the technology they will encounter in their future endeavors.
- Technology will be utilized for data analysis.This enables teachers to use student data to guide instruction. Training will be provided for teachers, students and parents to support the integration of technology in the curriculum and student learning. An instructional Assistant, Computers will support the implementation of technology.

- Hardware and software are purchased as needed to assure that students have access to technology. Software licenses are renewed and/or upgraded when necessary (ex. Smarty Ants, ST Math, Lexia, & Imagine Learning).
- Purchase a/v carts to enhance instructional delivery in the classroom

Provide staff development as well as regularly scheduled collaboration to assure staff members are best equipped with the knowledge and information they need to teach as effectively as possible.
- Staff will participate in selected professional development and collaboration to support effective instructional practices. Offerings to include Academic Language, Collaborative Conversations, CGI, CORE Reading, MAP, Thinking Maps, ELD Strategies. Additional support and coaching will provided using district curriculum specialist and TOSA.
- Provide staff development in Common Core Standards and district units of study as well as other areas as needed to transition to common core instructional shifts and increase overall teacher effectiveness and student success.

Interventions and Incentives:
Provide targeted interventions and incentives to support academic and social development of all students.

- Tier II and II interventions will be provided for students in the form of Individual and group counseling and social skills sessions to help meet the social needs of the students. Services will be provided by school psychologist, special education teacher, DIS counselors, and contracted Turning Point services.
- Monitor intervention strategies both in the classroom and through additional programs.
- Student and school wide attendance will be monitored frequently. Chronic attendance concerns will be addressed during Student Attendance Review Team (SART) parent conference and meetings. GRIP personnel will support school efforts for increased attendance. Students will be referred to the district Student Attendance Review Board (SARB)
- Students will be recognized each trimester for perfect attendance. Students will be recognized and provided incentives for End-of-the-year perfect attendance.
- Individual academic and behavioral incentives are distributed at Monday morning, trimester, and end of year assemblies.
- Teachers develop an Academic Improvement Plan for students who are performing below basic or far below basic in language arts or math.They work with the parents to implement interventions to improve student success.

School Safety, PBIS, and GRIP:
Students are provided a safe, clean, orderly environment in which to learn and develop. Positive Behavior Interventions and Supports (PBIS), are searched-validated framework, and GRIP, a gang prevention intervention program, are implemented to support behavioral practices and expectations for all students.

- Safe Schools Plan is updated annually with input from staff, students, parents, and community.
- Staff, students, and parents are trained in the procedures for emergencies at school. Parents are informed of emergency procedures yearly. Procedures are reviewed with staff at staff meetings. Regular fire drills, disaster drills, and lockdowns are held.
- The school will purchase furniture, safety tools, playground equipment, materials, and tools as needed to maintain a safe, clean, and orderly campus.
- A school "Greeter" program, consisting of parent volunteers, welcomes students and the community in the mornings and afternoons. They also assist in monitoring students and the campus. Supplies and safety vests will be purchased as needed.
- Custodial staff maintains a clean, safe, and orderly campus.
- A PBIS Leadership Team will be formed and meet regularly on the implementation of PBIS.
- Monthly attendance meetings held with parents and GRIP personnel to target absences and tardies.
- Playworks program will be implemented to provide structured play times for disadvantaged students during recess and lunch. The Playworks model seeks to improve student health and well-being of children while increasing opportunities for safe and meaningful play.

Goal IIa: Reading Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Diamond students will be proficient readers by the end of third grade. To ensure students are mastering skills necessary to become effective readers, teachers and staff will provide students a variety of opportunities to engage in complex text that is engaging and allows for deeper knowledge and understanding.

Diamond teachers will provide equitable student access to a rigorous, standards-based instructional program with academic supports and technology-based resources. We will continue alignment of instruction, strategies, and materials with content standards, particularly addressing the Common Core Standards in ELA.

- All teachers will adhere to the District's ELA pacing guides and Curriculum Maps. In doing so, they will provide students with best first instruction n standards aligned CA State Standards utilizing standards-aligned instructional materials, academic supports, and technology-based resources. enedOpen Court and district Common Core Units of Study are implemented K-5 with a focus on comprehension.
- There will be an emphasis on implementing comprehension strategies to provide students with tools to increase reading comprehension.
- Students will be exposed to a variety genres focusing on non-fiction text. Students will be provided opportunities to go deeper into the text to strengthen their comprehension and question skills and to cite evidence.
- Library media technician supports reading and content standards by helping students to select appropriate reading and resource materials. Books will be purchased for classroom and library.
- Implement reading interventions in-class to ensure access for low-achieving students to the core instructional program. Student growth and program effectiveness will me monitored through progress monitoring assessments.
- Students receiving special education services will receive services and supports as listed in their Individualized Educational Plans (IEPs) to support reading.
- Learning Together peer tutoring program will be implemented for targeted students in grades 2nd-5th to strengthen reading skills afterschool.
- Implement Achieve 3000 in grades 3rd-5th to expose students to a variety of non-fiction text and to strengthen their comprehension skills, writing for meaning skills, and improve student Lexile levels.

Students will be provided targeted differentiatied learning opportunites and access to research based materials outside of shool hours in literacy.

- During workshop/intervention/ differentiation/ block, teachers will work with small groups. Students will be grouped according to their individual needs. Additional support and interventions will also be provided by our TOSA.
- Teachers will plan for strategic differentiated instruction during workshop time for grades K-3 to support early literacy.
- Literature books are purchased to create classroom libraries and increase the selection of non-fiction books in the school library in order to allow for more access and exposure to a wide variety of genres.
- Rewards (3rd-5th) Six Minute Solution (1st-5th), PALs intervention program will be used for students that are two years or more below grade level in ELA.
- Implementation of a AR Reading Campaign that will promote reading of non-fiction and fiction texts. An incentive program will be implemented to promote daily reading at home.

Access to technology will be provided to support growth in reading. Hardware software and web based programs will available to students outside will support students

- K-2 students will participate in Smarty Ants reading program. Students in grades 3-5 reading at least one year below grade level will utilize Smarty Ant as an intervention. Students in grades 3rd-5th will participate in Lexia program as an intervention. Students will access these programs during designated computer time and outside of school hours.
- Students have weekly access to the computer lab for inquiry research and technology skills.
- Renewal subscriptions of online literacy programs Lexia and Smarty Ants

Staff will engage in self-selected professional development and collaborative opportunities to support and enhance their instructional practices.

- Teachers will engage in grade level collaboration (twice a month) to analyze student achievement data and student work to plan for reading instruction and develop action plans and goals for student achievement in reading.
- Staff will receive training in State Standards, Thinking Maps, technology integration, and other areas as needed.
- Teachers will participate in 15 hours of self-selected professional development in Academic Language, Vocabulary, ELA strategies, and Common Core State Standards to improve Language Arts instruction, Foundational Skills instruction, Comprehension strategies, and Intervention support.
- Teachers in grades K-3 will participate in Data Review Team (DRT) meetings guided by MTSS in the Fall and Spring to review DIBELS data and develop a plan for differentated instruction during workshop time to increase literacy. K-5th grade staff will receive MTSS training (as needed). Staff will meet with administration each quarter to discuss students who are not making adequate growth. Strategies and goals will be set
- Professional development will be provided for teachers on Academic Language Modules and Making Meaning of Writing modules.
- GATE teachers attended the annual GATE Conference to latest trends and resources to enhance the school's GATE program.

Involvement of Parents and Community:
Involve parents and community members in the support of student reading skills. Provide opportunities for parents and the community to support student success.

- Diamond parents and community will be given the opportunity to participate in meetings focusing on home-based reading strategies.
- Translations of school-wide communication provided by certificated staff through extra duty hours
- A Parent Resource Room will be available containing literature and educational resources.
- Parents of students referred to SST for reading interventions will be provided with strategies and materials to help their children at home.
- Parents will receive information in English and Spanish about their students & progress in reading on report cards, mid-trimester reports, and at conferences.Interpreting will be provided by classified staff through extra duty hours.

Goal IIb: Writing Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Diamond students will be exposed to a variety of writing exercises across the content areas. Students will write for a variety of purposes, express ideas, thoughts, and use of supporting evidence.

Teachers will utilize standards based, District approved writing strategies and best practices including Thinking Maps, Writing Process, Write-from-the-Beginning, and District Writing Binder (Writing Curriculum).
- Students will write for a variety of purposes across the content areas. Teachers provide explicit instruction in and use a variety of effective strategies in writing. Teachers use Thinking Maps, Write From the Beginning techniques, and lessons from the district writing binder to scaffold instruction and planning in writing.
- Analysis of grade level anchor papers and rubrics to help guide instruction and set goals each trimester. Teachers also analyze theirextended responses from the benchmark. Teachers will continue working with District personnel, administrators, Support Staff, TOSA, and writing consultants, to enhance the quality of our writing program.
- Each student in grades 1-5 will receive supplementary spelling dictionary to help him/her improve in writing conventions.

Students will engage in writing activities that promote, expand, an enhance student writing. Students will write for a variety of purposes and audiences. Students will participate in research projects
- Students will complete two grade level projects that will include a writing component.
- Teachers provide extended learning opportunities for writing by means of journal writing, content area writing, and field trip reports.

Technology will be utilized for students' published writing and research projects.
- Technology resources are used for student writing, editing, and publishing.
- Students are trained in Google applications to support students in peer editing and publishing of written work.
- Additional software and upgrades will be used as necessary for students to have the necessary technology to develop their writing skills.

All staff will participate in ongoing staff development in various writing techniques and strategies in the area of writing in order to improve student achievement including K-1 Literacy and Extended Response training.
- Staff work together to improve instruction of writing through grade level collaboration. They implement WFTB, District Writing Binder and Thinking Maps strategies.
- Grade levels review and incorporate district rubrics to guide instruction and meet standards.
- Teachers will be trained in the new Common Core standards to increase their effectiveness in supporting their students in reaching or exceeding grade level writing standards.

Involvement of Parents and Community: Involve parents and community in supporting the students as they develop their writing skills.
- Parents are given information in English and Spanish regarding their students' progress toward meeting grade level writing standards on report cards, mid-trimester reports, and at conferences.

- Parents are informed of student writing expectations at parent meetings and at Back to School Night.
- Parents of students referred to SST for writing interventions are provided with strategies and materials to help their children at home.

Goal IIc: English Language Development
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
All English learners will reclassify within the first 5 years of entering the program.   They will make one to one and a half year's growth each year until they are reclassified.

Explicit ELD instruction aligned with content standards, strategies, and materials. Leveled ELD grade level groups will be formed wherein students will receive instruction in SDAIE, GLAD strategies, Focused Approach, and Carousel of Ideas.
- Teachers will implement the Carousel of Ideas curriculum daily to students in leveled grade level groups.
- The Open Court ELD Guide, Vocabulary Builders, English to a Beat, and Okapi aree used to supplement and enhance the Carousel of Ideas program as needed.
- Teachers implement a variety of strategies including SDAIE, Focused Approach,Frontloading, and GLAD techniques.
- CELDT and ADEPT results are used to differentiate instruction based on students' ELD proficiency levels.
- Newcomers will receive individualized intensive ELD instruction.

Students are provided with extended learning opportunities to develop their English language proficiency.
- Students making insufficient growth in ELD have the opportunity to participate in before and after school groups and Saturday School.
- Imagine Learning is also used for all newcomers and students needing additional support in English language development.

Students are provided increased access to technology to support their English language development.
- English Learners will have access to Imagine Learning, Lexia, and Smarty Ants to provide additional support in English proficiency.

Staff development and professional collaboration are provided to support teachers in effectively developing their students' English language proficiency.
- The TOSA provide teachers with support on how to maximize the effectiveness of their ELD lessons and increase student participation time.
- ELD strategies and scaffolding techniques are discussed during grade level collaboration.

Parents and community are involved in supporting the students' English language development.
- Parents are given information in English and Spanish about their students' progress in ELD at conferences and through mid-trimester reports and report cards.   Parents are given strategies on how to continue ELD growth at home through school newsletters and parent trainings.
- ESL classes will be offered through Santa Ana College. the community
- ELAC representatives, elected by our parents, attend district and school level meetings to review and evaluate the programs provided to our EL students.

Goal IId: Mathematics
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: All students will be engaged in a high quality mathematics program aligned to State Standards and designed to build a solid foundation in preparation for Algebra I before entering 9th grade.

Continue alignment of instruction, strategies, and materials with content standards, particularly addressing the Common Core Standards in Mathematics.

- Teachers implement the components of Houghton Mifflin program with an emphasis on problem solving.
- Staff analyze MAP results and extended responses to determine the need for intervention and adjustment of instruction.
- Teachers will provide math instruction using district Math Common Core Mini Units of Study in K-3 and units of study for 4th-5th grades.
- Student/teacher data chats and data walls are used to inform students of their progress and of their areas of need.
- Teachers use strategies for academic vocabulary development to assure that all students can understand the math vocabulary and concepts.
- Grade level timed math fact fluency test will be administered to increase fluency and proficiency.
- Daily Oral Math and Problem of the Day will be implemented in all grade levels to support students' development of a deeper understanding of math concepts.

Extended learning opportunities are provided for students to meet or exceed grade level standards and to develop mathematical reasoning.
- Students have the opportunity to participate in Engage 360 (after school program), intersession, and Saturday School.
- Before and after school math support and enrichment in the computer lab using ST Math and Khan Academy.
- Students needing additional assistance receive small group math intervention during class hours.
- Students are encouraged through math competitions to learn math facts 1st-5th grade Students receive incentives for participation.

Students are provided with increased access to technology to develop their mathematical skills.
- 1st-5th grades students use Mind Institute to increase proficiency in math. MIND Institute ST Math software is a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math.
- Additional access to online math programs before school and after school to provide students additional time to meet program goals in ST Math and Lexia.
- Students are encouraged through math competitions to learn math facts 1st-5th grade Students receive incentives for participation.

Staff are provided with opportunities to collaborate and to attend professional development in order to improve their effectiveness in teaching mathematical concepts.
- Teachers use grade level collaboration time for planning of math instruction and analysis of student progress to guide instruction.
- 1st, 2nd, and 3rd grade teachers will receive Mind Institute training to guide them in effectively and efficiently using the program and the data from its reports.
- Teachers will be introduced to the new Common Core Mathematics standards and given the training they need to effectively teach these to their students.
- K-5th grade teachers will participate in district provided math trainings.
- Kindergarten thru third grade teacher will participate in Cognitively Guided Instruction Math (CGI Math) trainings to support math proficiency. CGI math is an approach that teachers to use their own mathematical thinking. Instructional materials and guides will be purchased to support classroom implementation.
- Manipulatives will be purchased for K-3rd classes to support the implementation of CGI math strategies in classrooms.

Involvement of Parents and Community:
Parents and community are given the opportunity to support the students' development of mathematical skills.

- Parents are given information in English and Spanish regarding their students' progress toward meeting grade level standards in Mathematics through Progress Reports, through report cards, and at parent conferences.
- Parents are informed of student expectations & helpful math activities to do at home through parent meetings and Back to School Night. Math fact flash cards are sent home for students to practice with their parents to increase the involvement of parents in the children's learning.
- Parents of students referred for SST for mathematics interventions have regular meetings to discuss their child's progress and aree given materials and/or strategies to use to help their student.
- ST Math, Lexia, Kahn Academy, and Eduplace.com are available for students to use at home as well as at school.

Goal III: Parent and Community: Partnerships for Student Learners
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Parents at Diamond and members of the surrounding community are an integral component of our students' education. Through regular effective communication between school staff, parents, students, and community members, all stakeholders will be active participants in the decision making process. The school will provide programs that facilitate parental involvement, such as parent meetings, parent conferences, and a Parent Resource room. Diamond School will continue to build partnerships with local agencies and businesses in order to support our students, parents, and community.

Building on parenting strengths
Parents will take an active role in their child's education by participating in parent meetings, trainings, and through programs promoting school home communication and parent child interaction. Diamond will provide parents with opportunities to learn how to support their students' acquisition of reading skills.

- Parents are encouraged to be involved in school. Parents are invited to serve as volunteers to help support their children's learning. This enables parents to learn strategies that can be used at home in reading.
- Progress reports, Academic Improvement Plans, and report cards are used to regularly communicate information regarding the students' progress in reading. During conferences, parents are given suggestions as to activities they could use to help their students to meet grade level standards.
- Parents will be informed about grade level standards, pacing, grading criteria, and expectations for students by grade level. Trainings, parent conferences and informational packets and pamphlets will be available.
- Parents are given the opportunity to improve their own English language and literacy skills through English classes provided by Santa Ana College. Childcare to be provided by Activity Supervisors.
- Parents of students referred to SST for reading intervention will attend meetings regularly and will be provided with strategies and materials to help their children at home.

Communicating effectively
Parents will take an active role in their child's education by participating in parent meetings, trainings, and through programs promoting school home communication and parent child interaction. Diamond will provide parents with opportunities to learn how to support their students' acquisition of math skills.

- Parents will be informed about grade level standards, pacing, grading criteria, and expectations for students by grade level for mathematics. Trainings, parent conferences and informational packets and pamphlets will be available.
- Progress reports, Academic Improvement Plans, and report cards are used to regularly communicate information regarding the students' progress in reading. During conferences, parents are given suggestions as to activities they could use to help their students to meet grade level standards.
- Parents of students referred to SST for math intervention will attend meetings regularly and will be provided with strategies and materials to help their children at home.

Organizing opportunities for volunteering
The well-being of our students plays an important role in our students achieving. School staff will work with parents, district, and community partners to provide additional support for students, including counseling, socio-emotional support and family support.

- GRIP, a gang reduction intervention program, is used to improve student behavior and to guide students toward making decisions which will ensure them a positive future. GRIP strike team meetings are held with families as needed. Parents of GRIP referred students receive monthly communication from their students' mentor.
- PBIS, a positive behavioral intervention program, is implemented to encourage students to meet the behavioral and academic expectations at school. Parents are informed of the purpose, implementation, and benefits of the PBIS program. Parent are sent written and/or verbal notification of behavioral issues and the consequences of their students' actions.
- Student Attendance Review Team (SART), GRIP meetings will be held to coordinate and monitor services for students.

Learning at home
Family and community involvement are strengthened by providing multiple opportunities for participation and leadership in school activities. Parents will work with instructional staff, administration, and community resources to ensure that the all aspects of the children's education, health, and well being are fully addressed.

- Encourage parents to participate as decision-makers. Assure parent participation in SSC and ELAC. Schedule monthly SSC and ELAC meetings. Ensure representation in DAC, DELAC at the district level. Parent groups such as the PTO will allow parents to actively engage in the school community.
- Collaborate with parents and community partners in supporting school wide events and services for students and families.
- Regular parent meetings and trainings will be held for parents covering a variety of topics. Parents will have the opportunity to engage in topics of interest. Guest speakers and community partners. Refreshments, babysitting and interpreters will be made available to

allow parents to participate.

- Provide written and oral translation to assure that all participants fully understand what is being communicated. Parent communication will be in the form of newsletters, X-tend telephone messages, outdoor bulletin boards, posters, website, and the school marquee.
- Through the Big Brothers/Big Sisters program, community members provide one on one tutoring and mentoring for students. The Big Brothers/Big Sisters program is incorporated into the Think Together program to increase coordination of services
- Purchase student planners/agendas for 3rd-5th grade and communicator folders for K-2nd to support student study skills and school-to-home communication of student assignments and progress

Involving in decision making

Collaborating with the community

Building relationships

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
Professional Development, Tutoring, SST Facilitation	1000-1999: Certificated Personnel Salaries	Title I, Part A	15,000.00
Babysitting, interpreting, and translation for parent meetings and communication	2000-2999: Classified Personnel Salaries	Title I, Part A	4,950.00
Instructional materials and supplies	4000-4999: Books And Supplies	Title I, Part A	7,200.00
Field trip transportation, Catering, Online software license (Achieve 300, Lexia, Smarty Ants)	5000-5999: Services And Other Operating Expenditures	Title I, Part A	19,450.00
Print Shop orders of Supplemental instructional materials	5700-5799: Transfers Of Direct Costs	Title I, Part A	700.00
Turning Point, Playworks, Acheive 3000, Padres en Accion	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	74,800.00
		Total	**122,100**