

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



Esqueda Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Esqueda Elementary School
Vision Statement**

Manuel Esqueda Elementary (K-8) School is focused on increasing student achievement to meet or exceed California state standards in all academic areas. Each staff member realizes the potential in all students and works together through collaborative efforts with students, parents and the community to develop a growth mindset and maintain an environment conducive to academic success. Our students will be prepared to utilize 21st century skills to ensure access to the college or career of their choice. Students, staff and parents understand their role and responsibility in supporting the classroom instruction, maintaining an educational focus at home, and utilizing resources to ensure student success.

**Esqueda Elementary School
Mission Statement**

The mission of Manuel Esqueda Elementary (K-8) School is to ensure high academic achievement for all students, inspiring students to reach their full potential at school and throughout life by creating an atmosphere that appreciates diversity, maintains high standards for learning and citizenship, incorporates technology, and supports a partnership based on respect between school and community to reach our goals.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	146	166	143
1	177	126	149
2	170	184	125
3	150	156	175
4	144	142	151
5	138	141	146
6	138	140	118
7		136	132

Percent Actual Attendance

2012-13	2013-14	2014-15
97.15	97.27	97.22

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	2 (0.2%)
Asian	14 (1.18%)	4 (0.3%)
Pacific Islander	1 (0.08%)	1 (0.1%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	1165 (97.82%)	1,255 (98.8%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	10 (0.84%)	8 (0.6%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	1191	1,270

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: Esqueda Elementary (K-8) School will create a high quality, safe and healthy learning environment that fosters the values necessary for students to demonstrate the knowledge, skills and values necessary to become productive citizens in the 21st century.

Ensure equitable access to technology in classrooms, on campus and at home, as well as, increase access to technology that is available to students at school and at home.

- Students in K-8 will be able to access technology 3 or more times a week at school either in their classrooms, library or computer lab by allocating funds to purchase necessary equipment or furniture.
- Students in 5-8 grade will be given one to one devices to enable at school and at home access to technology.
- Establish partnerships with non-profit organizations to provide internet access at low cost to families as well as establish a check-out system for students to take home internet-enabled devices.
- Ensure that iPad minis, Google Chromebooks, PC Laptops, desktop PC's, computer lab, document cameras, and projectors are readily available to enhance classroom instruction and provide equitable access.
- Allocate funds for new supplementary software such as Newsela, Study Island, Brain Pop, Type to Learn, Math Antics, Encyclopedia Britannica, Smarty Ants, and hardware such as computers, printers, scanners, LCD projectors, document cameras, and or update the old ones to enhance core instruction.

Increase resources to provide extracurricular programs for students as well as instructional materials and other programs and supplies to enhance student outcomes.

- Incorporate extracurricular cultural, musical, athletic or academic activities in our content area programs and plans.
- Allocate funds for the purchase of athletic wear and gear to support supplementary, extra curricular intramural sports programs.
- Allocate funds for supplementary academic extra-curricular activities such as History club, Debate club, and PAC

Support school and district operations to create welcoming and productive school environments. Conduct "anti-bullying awareness" and "safe and sensitive schools" campaigns that include outreach efforts to staff, parents, and students. Establish processes that support maintaining current facilities.

- Foster a welcoming environment in the front office where all parents, students and staff voices will be heard.
- Collaborate with the Orange County Department of Education to present to students, parents and staff, "anti-bullying" campaign. As well as teach a core group of students to be "anti-bullying" ambassadors.
- Ensure that all facility issues are brought forward and addressed quickly.
- Enforce a closed campus, and employ the Raptor system with sensitivity to all parents and visitors.
- Promote a respectful, responsible and safe school environment where students are taught, practice, and receive feedback from school staff regarding the general expectations on personal and social skills.
- Provide for wrap-around teams and partnerships with parent, school, and community for behavioral change of students experiencing severe behavioral problems.
- Enhance student learning, positive attitudes, good social skills through a safe, clean, and nurturing environment.

Ensure access to the core instructional program by providing highly qualified teachers at each site and ongoing professional development for all staff to ensure full implementation of the new California State Standards and assessments, effective technology integration, and engagement of restorative practices strategies.

- Schedule regular grade level and vertical team collaboration meetings to identify standards, share instructional strategies, set goals and develop action plans to improve student achievement.
- Provide release time for teachers to observe best practices.
- Professional development will be based on student performance data, teacher needs and input as well as, ILT recommendations.
- Develop technology trainings based on teacher's needs: resources available, power point presentations, useful websites, Google Docs

and Forms, Google Classroom, Canvas, Gooru, etc.

- Schedule regular ILT meetings to review programs and activities school wide, students performance data, and best practices.
- Model restorative practices strategies such as "Circles" in various grades. Encourage participation in on line restorative practices course.
- Provide sub coverage to release teachers for data conferences with administrators in order to examine student performance data and plan future interventions based on students' individual needs and enhance core instruction.

A Positive Behavior Intervention Support Program will be implemented, to promote school attendance as well as develop a growth mindset for A-G completion and or College and Career Readiness by the end of 12th grade.

- Individual perfect attendance, classroom perfect attendance will be systematically reinforced and rewarded at awards assemblies every semester.
- Encourage participation in the "Every Student in Class on Time" Huskie campaign, where whole class perfect and on time attendance is rewarded upon completion of Huskies poster.
- Participate in CCGI (California College Guidance Initiative) on line careers interests surveys, where students can create a portfolio to create a plan for the future, by following a college or a career.
- Conduct A-G presentations to students, staff and parents to create awareness and develop a growth mindset towards college or a career.
- Offer AVID (Advancement Via Individual Determination) Elementary in 4/5th grade and AVID elective in 6th grade to create a pathway towards A-G completion. Provide supplies for students to implement AVID strategies.
- Offer professional development on AVID strategies or positive behavior management through the use of trainings or consultants to enrich and enhance core instruction.
- Implement a PBIS school wide incentive program to promote responsibility, safety and respect.

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: Esqueda students will demonstrate reading and language arts proficiency needed to succeed in college and career through equitable access to a rigorous, technology driven, high quality curricular and instructional program that is accessible from school and home.

Continue the implementation of our core curriculum reading program (Open Court and Holt) to meet California State Standards, as well as incorporate the District developed Language Arts Units of Study. Identify students' needs and areas of focus, design action plans based on students' performance data in order to reach reading and LCAP literacy proficiency goals by the end of third grade.

- Align Open Court and Holt core curriculum program to the CA State Standards. Assess student learning and instructional levels utilizing the results of MAP, DIBELS and Extended Response to inform instruction and students readiness to learn.
- Purchase and order grade-level specific supplemental instructional materials such as decodable readers, OCR and Holt consumables, TE's/CD, software such as Study Island, Newsela, and instructional supplies to support and enrich the core program.
- Teachers will differentiate instruction in Reading, reteach standards, provide timely and systematic interventions such as KHAN academy videos based on identified student needs and strengths, as well as their readiness to learn.
- Maintain our library resources and schedule library time for all classes to provide students access to checking out books weekly, enjoying story times, and participating in literacy development programs.
- Purchase of library books to be used in class to supplement core instruction in read aloud, shared, guided or independent reading activities including: Literature, fiction and non-fiction, poetry, magazines and reading lexile leveled books.
- Utilize the Lexia Core 5 and Smarty Ants/Achieve 3000 reading programs as supplementary, intervention materials to be used at school or at home, as well as, implement the Accelerated Reader Program to promote independent reading skills that can be accessed at school or at home as well.
- Utilize SIPPS to supplement core instruction to systematically and explicitly teach students early literacy skills to become proficient readers by the end of 3rd grade.

Establish a systematic, targeted intervention program to meet the needs of all learners in reading with the implementation of the following Common Core strategies: Collaborative Conversations, Close Reads, Text Complexity and Academic Language.

- Provide Language! intensive reading program for at-risk fourth, fifth, and sixth grade students. Administer DIBELS, RTI assessment for TK through 3rd grade.
- Schedule professional development and demos with the K-5 District Curriculum Specialists and the 6-8 Teacher of Trainers to ensure the correct implementation of the District Units of Study and the development of effective Common Core Strategies in class.
- Schedule strategic ELA tutorials before or after school. Tutorial candidates in grades 3-5 will be identified by their RIT score from

MAP indicating their readiness to learn. Tutorial candidates in grades K-2 will be identified by their DIBELS score. A K-5 standards-based reading intervention program will be offered to those students who do not achieve the RIT national norm or score at the Intensive level on the DIBELS assessment.

- Identify target students for interventions and develop in class instructional plans and programs for under-performing students.
- Provide enrichment opportunities and recognition for students performing above grade level including the implementation of a "GATE Club" for high-achieving students.

Promote the routine use and access to internet-enabled technology at school and home. Implement programs that enhance reading instruction and develop independent reading learning strategies.

- Use iPad minis in K-1, laptop carts in 2-4 and Google Chromebook carts in 5-8 in order to enhance reading instruction.
- Implement and purchase site licenses for supplementary programs like Lexia Core 5, Accelerated Reader, Smarty Ants, Study Island, Brain Pop, Newsela, Encyclopedia Britannica to enrich and enhance instruction and help all students, especially at-risk students, master state standards in reading through technology at school and or at home.
- Purchase supplementary technology such as iPad Airs and minis, Apple TV, chrome books, MacBook Pros and E-Books for classrooms and or school library in order to give access to all students before, during and after to school to technology to enhance their reading and develop independent readers.
- Utilize and implement online programs such as Google Docs and Forms, Google Classroom, Canvas, Gooru, Edmodo, to help increase the students reading and provide access to technology at school and at home.

Foster and develop a growth mindset for students to become A-G prepared and College and Career ready by the end of 12th grade.

- Conduct CCGI presentations to students on career interest and create a pathway toward a college or a career.
- Encourage and foster a school-wide expectation of increasing the number and percentage of students meeting or exceeding the standards on the CAASPP ELA exams.
- Purchase College banners to implement "Adopt a College" school-wide to bring awareness of A-G requirements for Cal State and UC admission and develop the growth mindset of college or career readiness.
- Develop and promote A-G course requirements as part of the classroom environment as well as presentations on what A-G means.
- Embed AVID strategies such as WICOR into core content instruction to develop the growth mindset towards A-G completion.

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: Esqueda students will demonstrate writing across the curriculum proficiency required to succeed in college and career through equitable access to a rigorous, technology driven, high quality curricular and instructional program that is accessible from home and school.

Promote a school-wide focus on writing and making meaning through writing utilizing our core curriculum and the district developed Language Arts Units of Study. Utilize research-based best practice to facilitate the achievement of grade-level writing proficiency by the end of 3rd grade.

- Provide daily instruction in writing using the State- adopted OCR program as well as research-based instructional strategies provided in the Write From the Beginning program and the "Making Meaning Through Writing" district professional development modules.
- Implement research-based instructional strategies which support the systematic teaching of the writing process through programs like Thinking maps, Making Meaning Through Writing, Write From the Beginning, Writers Workshop, Conferencing, Modeled Writing, Guided Writing, Interactive Writing and Mini Lessons to help students become proficient writers.
- Regularly review writing rubrics and anchor papers with students as an effective method to support the teaching of the writing process and promote writing proficiency.
- Identify students with writing difficulties and develop action plans for academic interventions.
- Display exemplary student writing in order to highlight and celebrate student achievement in writing with students, parents, and staff.

Differentiate instruction in writing based on in class writing tasks and district writing assessments. Schedule conferences with students to evaluate strengths, areas of needs and learning strategies to follow.

- Differentiate instruction based on district writing assessments and performance task results as well as student's needs.
- Encourage students to participate in semi-annual grade level writing expositions.
- Target students to receive intensive instruction in writing and provide systematic interventions in small groups during school.

- Schedule conferences with students to evaluate their strengths and needs, identify areas they need to work on and strategies to follow. Share needs with parents to assist students at home.
- Analyze, evaluate, set goals and differentiate with students to meet or surpass the mean RIT score for their grade level, as well as offer interventions to those students scoring strategic or intensive on the DORF.
- Provide program planning time for vertical and grade level teams to examine student writing samples, score them, identify needs, share best practices and create next steps to adjust their instruction.

Promote the access and usage of hardware, software and programs at school and at home to enhance writing instruction and students' knowledge of the various writing structures, conventions and usages.

- Use classroom technology such as IPAD minis (K-1) Google Chrome books (5-8, 1:1) and PC Laptops (2-4) to enhance writing instruction. Students will complete research projects, using technology to publish final drafts at school or at home.
- Promote the use of supplementary software and programs such as Microsoft Office, Prezi, Google Docs and Forms, Google Classroom, Newsela, Edmodo, Canvas, Gooru, and Type to Learn in order to improve the students' level of writing i.e. text structure, conventions and usage. Purchase the yearly site license for Type to Learn as well.
- Maintain, update and replace printers and computers in classrooms, pods, library, and front office when needed.

Promote A-G awareness and foster a growth mindset towards college and career readiness by the end of 12th grade.

- Conduct CCGI presentations to students on career interest and create a pathway toward a college or a career.
- Encourage and foster an increase of students meeting or exceeding the standards on the CAASPP ELA exams.
- Purchase College banners to implement "Adopt a College" school-wide to bring awareness of A-G and develop the growth mindset of college or career readiness.
- Develop A-G requirements as part of the classroom environment as well as presentations on what A-G means. Utilize AVID strategies in the classroom and as an elective to create a pathway for A-G completion.

Goal III: 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: Esqueda students will demonstrate English language development proficiency needed to succeed in college and career through equitable access to a rigorous, technology driven, high quality curricular and instructional program that is accessible from school and home.

Implement a school-wide focus on Systematic English Language Development (ELD), emphasizing the implementation of evidenced-based teaching practices. Monitor quality instruction in every classroom. Equip English Learners with multiple independent learning strategies to improve one proficiency level per year and be reclassified as RFEPs within 5 years.

- Provide daily Systematic ELD instruction using Carousel of Ideas ELD program, Oral Language Development, Focused Approach and supplemental lessons and materials for Intermediate and Early Advanced students. Use linguistic pattern, sentence frames, talking moves and thinking maps as teaching tools.
- Place students in flexible groups to provide systematic instruction based on ELD proficiency levels. Team teaching will occur as needed.
- Use research-based best practices (Thinking Maps, GLAD, SDAIE, frontloading, academic language development) to support the Carousel of Ideas ELD program.
- Use results of CELDT, ADEPT, Carousel of Ideas tests, MAP and Extended Response to differentiate instruction based on students ELD proficiency levels.
- Equip English Learners with multiple independent learning and study strategies in order to improve one proficiency level per year and be reclassified as fluent English proficient (RFEP) students.
- Recognize students for growth on CELDT and celebrate (RFEP) re-designation at academic awards assemblies.
- Use CELDT blueprints and Released Test Questions to guide instructional planning.
- Monitor quality instruction in every classroom.

Implement a systematic intervention program to meet the needs of English Language Learners and improve their proficiency level and performance in all content areas.

- Target students in Grades 3-8 for strategic ELD intervention program to meet reclassification criteria.

- Provide reading instruction to newcomers or beginners 3 days a week developing phonological and orthographic awareness, word recognition, fluency and comprehension in English. Teaching strategies like the use of realia, visual and primary language support, GLAD, SDAIE, or SIOP will be implemented to ensure English Language Development on Listening, Speaking, Reading, and Writing.
- Discuss ELD progress with students in whole group and in individual conferences. Set goals and explain strategies they may use to improve their proficiency level in English
- Systematically review "Early Advanced" ELD blueprint standards with students scoring intermediate on CELDT (Grades 3-8). Explain the reclassification process and criteria. Monitor the level of achievement in MAP, district writing, and extended responses.
- Analyze ELD (Carousel of Ideas exams, CELDT ADEPT, MAP Extended Response assessments) student performance data to adjust instruction based on proficiency level. Draft grade level action plans to help students improve one proficiency level on CELDT.
- Vertical Teams and grade level teacher teams will collaborate to review standards, plan instruction, set goals, and share best practices and resources, in order to provide an efficient Systematic ELD program based on EL students' proficiency levels and needs .

Provide increased access to technology at home and at school to enhance Systematic ELD instruction at the students' proficiency level.

- Utilize hardware such as IPAD minis (K-1), Google Chrome books (1:1 in 5-8), PC Laptops (2-4) to access web-based technology to enhance Systematic ELD instruction at school and at home.
- Purchase site licenses for supplementary computer programs such as Rosetta Stone and ESL Reading Smart to enhance and enrich core instruction and assist English Learners in growing one proficiency level per year and having access at school or at home.

Goal III: Mathematics

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

School Goal: Esqueda students will demonstrate mathematics proficiency required to succeed in college and career through equitable access to a rigorous, technology driven, high quality curricular and instructional program that is accessible from school and home.

Implement our Math core curriculum program and the District Math Units of Study to identify the areas of focus, differentiate instruction and provide extra support in order to demonstrate readiness for Algebra I before entering 9th grade as well as fostering a growth mindset for College and Career Readiness by the end of 12th grade.

- Implement Saxon Math core curriculum program and the District Math Units of Study pursuing inquiry, mathematical reasoning, conceptual understanding, procedural skills and fluency, and real-world application. Teachers will begin incorporating the eight Standards of Mathematical Practice to develop a variety of expertise in their students that rest on important "processes and proficiencies" in mathematics education.
- Identify areas of focus by grade level, based on students' performance data on end of unit exams, MAP assessments, extended response assessment and performance task assessment.
- Differentiate instruction based on results of MAP, ST Math, Extended Responses, and performance task, then provide extra support to students not meeting the standards. Ensure timely and systematic interventions in the classroom based on identified student needs, strengths and readiness to learn.
- Add WICOR to math course sections in order to create a pathway towards Honors, AP, Algebra I and A-G course work completion.
- Utilize the MAP learning continuum to connect the student's mean RIT score to KHAN academy tutorials.
- Incorporate AGILE mind strategies into math content to increase the rigor and concept development in mathematics.
- Expand access to supplementary math and science programs by increasing opportunities in 6-8 utilizing PLTW (Project Lead the Way) and offering electives such as Robotics, Computer Science, Design and Modeling, as well as the STEM/STEAM (Science and Technology Engineering Arts Mathematics) program in grades K-5. Purchase computers and supplies needed to support PLTW electives to enhance and enrich core instruction.
- Encourage and develop growth in students mean RIT and well as meeting or exceeded standards on the CAASPP exams

Low-income students will be supported in achieving math goals through extended learning opportunities before, during and after school in order to master California State Standards in Mathematics.

- Provide before or after school intervention to students who are not meeting the norm mean RIT by offering strategic, explicit and differentiated intervention to improve basic math skills.
- Schedule computer lab time for students during school and in the after school program to work on the language independent software Mind Institute Math Program (ST math).
- Provide enrichment opportunities and recognition for students performing above grade level.

- Implement and reward student participation in the Mind Institute Math Program and ST Fluency at school or at home in trimester award assemblies.

Increase access to technology at home and at school to enhance teaching and learning difficult math concepts to support students in achieving performance gain goals in math.

- Extend contract of "ST Math and ST Fluency" supplemental software program to help students master state standards in Mathematics through technology at school and at home
- Ensure student participation in the Mind Institute "ST" Mathematics program and monitor weekly goal progress of 2% a week, which can be accessed at school and at home.
- Utilize hardware such as IPAD minis (K-1), Google Chrome books (1:1 in 5-8), PC Laptops (2-4) to access web-based technology to enhance Systematic ELD instruction at school and at home.
- Purchase site license for supplementary software such as Math Antics and Study Island to enrich and enhance core instruction and provide additional, individualized support for students to improve their performance skill levels, as well as, align with the student's Mean RIT score leading them to Khan Academy tutorials.
- Utilize online resources such as Google Docs and Forms, Google classroom, Canvas, Edmodo, Gooru, to enhance digital learning and develop 21st century learning skills.

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: Esqueda will strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure school environment.

Building on parenting strengths

Foster and build upon parents' parenting strengths.

- Hold parent workshops to inform them of the A-G completion requirements, Aeries portal and CCGI in order to promote the growth mindset of College and Career Readiness by the end of 12th grade
- Offer a wide range of parent educational opportunities on site in collaboration with Santa Ana College or other Educational Institutions (ELD, GED, Computer classes, Nutrition, and Physical Education) providing childcare which will facilitate their attendance and commitment.
- Establish parenting programs that support student success, such as Padres Unidos.
- Provide parenting workshops with K-8 parents that include the physical, emotional, and social development of children, providing childcare which will encourage attendance. Those classes will emphasize the importance of keeping good habits on health, attendance and punctuality, behavior, and ways to increase students level of responsibility, confidence, and self-esteem.

Communicating effectively

Build relationships with Esqueda parents by communicating effectively.

- Parents of EL students will receive assistance including translation services, English classes and computer classes. Provide childcare supervision and translation services for conferences.
- Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop a native language translations of website.
- Improve communication and SST process with parents to increase their participation on actions plans. Those actions are conducive to achieve high levels of efficacy on implementing programs and monitoring students progress on behavior, attitudes and good work habits.
- Clearly communicate that all parents must attend Back to School Night, Open House and Parent/Teacher conferences, SSTs, IEPs, and other meetings specially requested to address student's needs or develop educational plans.
- Send meeting reminders via Parentlink messages, e-mails, school website, flyers, parent bulletins, and principal letter. Parents will receive information in their primary language as well. Business partners will post notices.

Organizing opportunities for volunteering

Impact student outcomes by eliciting strong parent participation and offering a variety of opportunities to volunteer.

- Keep parents informed about current programs at Esqueda to improve attendance school wide. Use suggestions from PTA and ELAC to help promote parent participation.
- Improve communication and SST process with parents to increase their participation on actions plans. Those actions are conducive to achieve high levels of efficacy on implementing programs and monitoring students progress on behavior, attitudes and good work

habits.

- Encourage and recruit parents to attend PTA sponsored events by inviting members and non members to come out and volunteer their time to work together and a successful event.
- Promote parent and community participation in school awards ceremonies and incentives programs for students' improvement in academic areas, as well as attendance and citizenship.
- Encourage and recruit parent volunteers at Back to School Night, to volunteer in their child classroom to help make academic gains.
- Design parent participation program, activities, classes and workshops based on parents' needs. A questionnaire-survey of needs for parents will be sent home before the beginning of the school year. A parent suggestion box will always be available at the front office.
- Encourage parent involvement in extra cultural and curricular activities for their children at school or using the community resources.

Learning at home

Increase parent knowledge skills to enable learning to occur at home with their child.

- Provide demo lessons to increase reading comprehension and fluency at home, improve writing, and develop good work and study habits. Stress the importance of parents reading aloud to their children and developing the habit and love for reading. To encourage participate, childcare will be provided.
- At Back to School Night Kinder and 1st grade teachers will explain in detail to parents how they can help their children with homework and learning the alphabet, sounds, high frequency words, and blending. CD's and other materials to be used at home will be provided.
- Promote home school literacy in K-3 classes and increase the number of participants. Parents in this program will be able to read with their children, attend demo-lessons and story time activities, and check out books to read at home during the week. To encourage participation childcare will be provided.

Involving in decision making

Increase parent voice and community involvement by encouraging parents to participate as decision-makers.

- Ensure that parents serve and participate actively on Parent Advisory Meetings, School Site Council, English Learner Advisory Committee, DAC and District English Learner Advisor Committee and PTA.
- Train parents on SSC, ELAC and PTA about the roles, by-laws, decision making processes, and the importance of participating at school and in the education of their children.
- Expand School Climate Oversight Committees to include parent and students.

Collaborating with the community

Collaborate to build strong community partnerships to ensure student success.

- Actively pursue business partnerships to promote real-world connections (mentoring, tutoring, project-based learning).
- Establish partnerships that ensure student success including partnering with a non-profit organization to provide internet access at low cost to families and internet-enabled devices for student check-out.
- Continue "Teaching Garden Club" in grades 6-8 to teach life science and nutrition. This is provided by the American Heart Association partnership.

Building relationships

Build relationships to support a health, safe, and secure learning environment for all students.

- Provide annual parent surveys to provide feedback regarding safety and satisfaction issues.
- Expand the use of school-based Parent and Community Liaisons.
- Support school and district operation to create welcoming and productive school environments. Conduct "anti-bullying awareness: " and "safe an sensitive schools" campaigns that include outreach efforts to staff, parents, and students.
- Promote school programs to foster a positive school culture and climate among parents and students by participating in the School Choice Fair.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Substitutes for Data Chats	1000-1999: Certificated Personnel Salaries	Title I, Part A	20,000.00
Childcare	2000-2999: Classified Personnel Salaries	Title I, Part A	10,000.00
Certificated and Classified	3000-3999: Employee Benefits	Title I, Part A	3,038.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Technology, Reading Materials, Incentive Program, Elective programs	4000-4999: Books And Supplies	Title I, Part A	160,087.16
Supplementary Software Licenses, Consultants	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	68,000.00
Total			261,125.16