

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Diamond Elementary

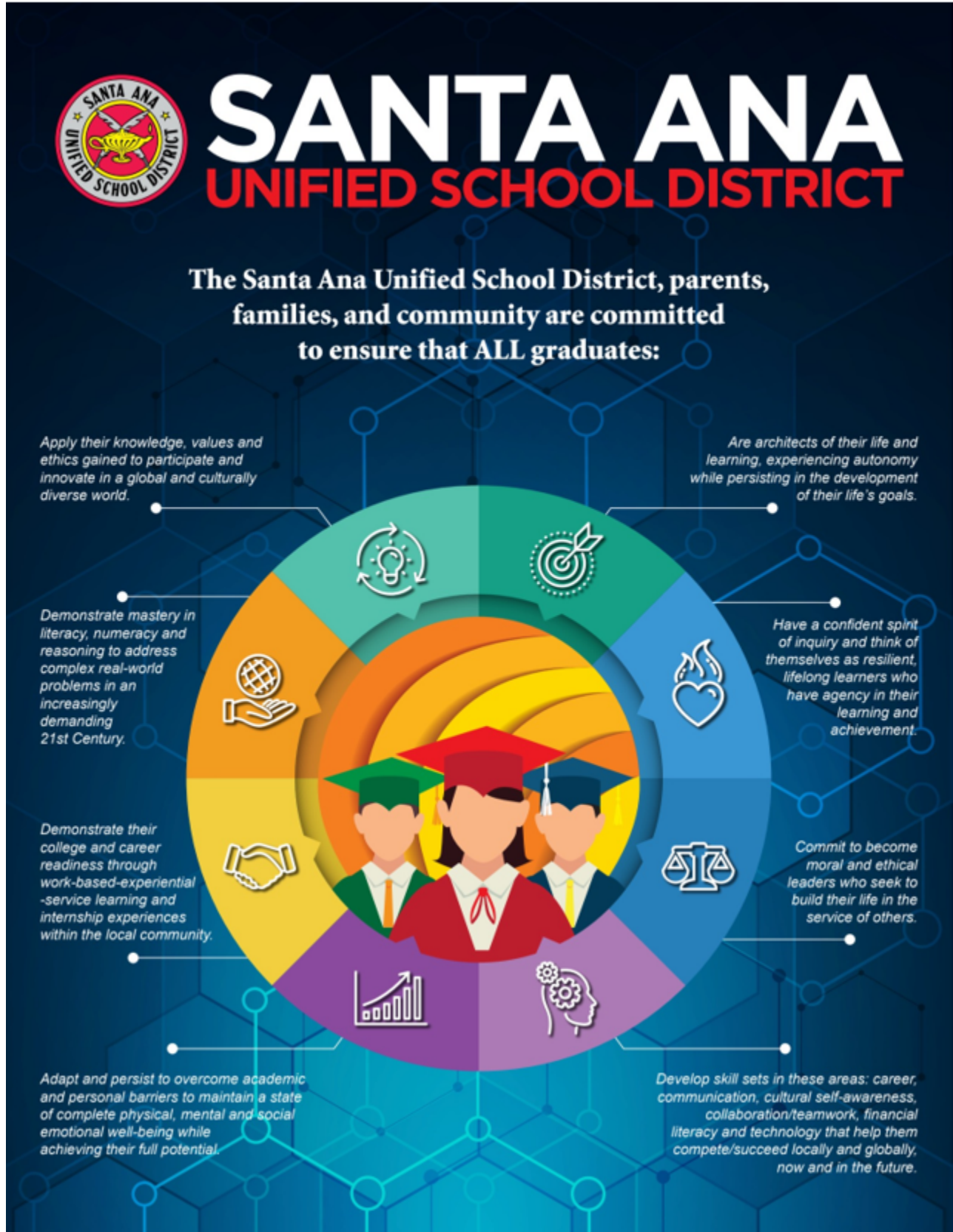
Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
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In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision 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 welcoming, safe, nurturing environment with high expectations for academic and social growth. Teachers will use best practices to promote student engagement and participation and the school will offer a broad variety of opportunities for students to become involved and engaged in the culture of the school. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged and appropriate intervention will occur as needed, through family communication and consistent support. A robust MTSS system will be in place to support targeted students and families identified as needing assistance with academics, attendance, social emotional well being, and/or behavior.

Strategy/Activity 1

School-wide Positive Behavior Interventions and Supports program

All students at Diamond Elementary will participate in Positive Behavioral Interventions and Supports (PBIS), a school-wide Multi-tiered System of Supports (MTSS), to address and support positive behavioral outcomes for students. Through PBIS a school-wide system of behavioral supports has been established to create a positive and safe environment. Teachers and staff members will be trained on the established behavioral expectations and systems of support and use effective practices for supporting positive behavior throughout the school day both in the classroom and outside on the playground. Administration will support and monitor those practices through the use of data. Students exhibiting negative behavior will receive family involved intervention and support in order to ensure a positive learning environment for all students. COST, School Counselors, & PBIS Team (Tier II & III) will disaggregate data and investigate root causes of student misbehavior. Individual behavior support plans will support students in making better decisions and demonstrating positive behavior. Support plans and school behavioral expectations will also provide students with incentives when demonstrating positive expected behaviors.

Budgeted Amount:

5,269

Strategy/Activity 2

Creating a culture of rigor, college success and 21st Century Learning Environments:

Advancement Via Individual Determination (AVID) Elementary will be implemented school-wide to promote a culture of success, growth mindset, self-determination, and maintain a level of rigor across all content areas that challenges and supports students. Teachers will be trained on best practices to maintain rigor and implement growth mindset. Our ILT (grade level leaders and representatives from PBIS and AVID site teams) and COST team will collaborate with teachers to monitor student progress in personal growth and best practices to promote self-efficacy.

Furthermore, technology use will be integrated across content areas and to supplement classroom instruction. This instruction will allow for learning to be streamlined and to prepare the students to meet with the demands of 21st century college and careers. In addition, a culture of college going and career readiness will be created and maintained. Classrooms have adopted colleges and will continue to foster a growth mindset which will be promoted school-wide. Various college and career promotion events will be held to pique students' interest in possible fields of study and future careers. Students at risk not being on track for college and career success will receive close monitoring and careful guidance through various student success committees.

Budgeted Amount:

3,000

Strategy/Activity 3

Student attendance and engagement will be monitored to determine those at risk of becoming disengaged and appropriate intervention will occur as needed through family communication and consistent support. For those students at risk of becoming moderately/chronically absent, COST, School Counselors, and SART/SARB teams will collaboratively develop and facilitate individual plans including incentives to best support them and their engagement in school. FACE worker will assist in communicating with parents and helping families to become more engaged and to have better attendance.

Budgeted Amount:

Strategy/Activity 4

Second Step social emotional learning curriculum will be implemented at the TK/K-5 levels. This curriculum is intended to provide early learning support and improve the socio-emotional wellness of our students. The COST team will work collaboratively with teachers, parents, and community partners to identify and support students demonstrating at-risk behaviors. Teachers will be trained on how to identify potential signs of student trauma. A part-time consultant/counselor will meet individually with students and provide Tier II & III group and individual support and mental health referrals where necessary. Tier II social emotional programs will also include after school groups for both girls and boys that focus on supporting students' needs in dealing with various topics (leadership, self-esteem, friendships). FACE worker will provide parent workshops related to social emotional well being. District Mental Health Supports and Turning Point will offer support to Tier II and Tier III students as needed.

Budgeted Amount:

500

Strategy/Activity 5

Ensure equitable access for all students to the core instructional program by providing experiences to build background knowledge that will deepen understanding of academic concepts previously taught in class:
One supplementary field trip per grade level will be provided, to ensure sensory experiences and extend Common Core learning opportunities beyond the classroom. Students will also participate in assemblies and CA Walkthrough, a real life enactment of various events in CA history to help connect students to their current learning.

Budgeted Amount:

5,000

Total Expenditures

13,769.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

In order to promote the District LCAP Goal of Literacy by 3rd Grade, Diamond school will provide the implementation of Common Core standards for all grade levels. Inclusive practices will aid in our goal toward academic achievement for all students. All curriculum, instruction and assessments will be aligned to the California Common Core State Standards to create greater consistency and focus on students mastering skills to become college ready and productive citizens in the 21st century.

Strategy/Activity 1

All students will have access to the core ELA program through the Benchmark curriculum. Teachers will differentiate instruction to meet the needs of all students and monitor students needing additional support and possibly entering the tier II or tier III programs. AVID WICOR strategies and lessons will be integrated in student learning and used regularly. Students will focus on writing, reading, and inquiry to improve their critical thinking and reading skills to support reading comprehension. Students will also focus on focused note-taking and develop the

ability to summarize their notes. In order to promote reading fluency and proficiency, supplemental software programs providing additional targeted supports, assessing student reading proficiency, and literacy materials engaging students in reading will be purchased. In addition to promote reading fluency and proficiency, teachers will continue to implement Achieve 3000 and Lexia. Teachers will monitor student progress on a regular basis and students will be recognized with incentives. Library books will be purchased (as needed) to continue to provide students a variety of reading books and to increase the school's library holdings. Teachers will provide best practices to promote language development and create an environment where rigor and language production is valued.

Budgeted Amount:

26,095

Strategy/Activity 2

Students not meeting grade level standards will be provided additional support during classroom intervention time through small group differentiated instruction. Students identified as needing access to Tier II interventions may participate in targeted specific interventions to address skill gaps in smaller group settings during the day. In addition, before/after school academic support may be provided to identified students who need to meet grade level standards. By implementing these strategies, students will be able to access grade level curriculum, review/master grade level content standards, connect existing knowledge, construct meaning, elaborate beyond content, and construct their own learning to improve academic performance. Students will be identified through COST and grade level data meetings for small group differentiated instruction by DIBELS/MAP reading analysis. Funds will be used to provide classroom teachers with necessary materials, technology for student use, and professional development on differentiated instruction in workshop groups and implementation of Core ELA/ELD curriculum.

Budgeted Amount:

4,500

Strategy/Activity 3

As part of the site's MTSS, collaborative efforts will be made to develop action plans for students entering Tier III programs. Student ELA data will be reviewed after each district benchmark assessment (MAP) by COST in collaboration with teachers. Students performing in the 7th %ile or lower and demonstrating they are struggling academically, will be referred to COST, thus entering them in to the MTSS process. Academic interventions will be offered before, during, and after school for students identified appropriate for Tier III interventions. Progress will be monitored regularly to determine success.

Budgeted Amount:

Strategy/Activity 4

Purchase of upgraded/updated laptops for instructional purposes to enable teachers to access supplemental online resources

Budgeted Amount:

500

Strategy/Activity 5

Purchase and replenish Chrome books, iPads, and hardware to enable students to access online resources that are included in ELA Benchmark and literacy programs.

Budgeted Amount:

Total Expenditures

31,095.00

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

All of Diamond's English learners will improve English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. They will have equitable access to a high quality English Language Development (ELD) instructional program. Students will receive daily explicit designated ELD instruction from the ELD Benchmark component at their proficiency level for at least 30 minutes per day as well as integrated ELD instruction which will be embedded in the ELA and content program. All EL students will show continual and adequate annual growth towards English language proficiency as measured by district and state assessments. They will re-designate no later than fifth grade. Through daily explicit ELD instruction at the students' proficiency level, students will make growth as measured by both the ELD Benchmark and ELPAC assessments. By the end of the 2020-21 school year, there will be a 5% growth in the re-designation rate of students who have been in the program for 5 years. All EL's will be assigned to ELD groups, which will be flexible and based on their needs and progress. Initial language placement will be based on the home language survey and the results from the initial ELPAC assessment.

Strategy/Activity 1

All English learners will be provided both integrated and designated ELD instruction throughout the day and across the curriculum. Teachers will be trained on best practices to support and differentiate instruction for English Learners. Supplemental texts and software programs will be used to differentiate instruction and make the core content accessible to all English Learners.

Budgeted Amount:

3,000

Strategy/Activity 2

English learners not demonstrating sufficient progress in acquiring English and students not demonstrating sufficient understanding in the core academic curriculum will be supported through supplemental English learner tutoring where students are given the opportunity to practice academic English that is connected to the curriculum. The Tier II EL program will identify students' individual needs and provide additional support so that students continue to make progress towards acquiring English.

Budgeted Amount:

500

Strategy/Activity 3

English learners identified at-risk of becoming long term English learners and showing signs of academic struggles due to limited English language fluency will be placed in the tier III ELD program. Individual teams will be formed to best support and monitor student progress, identify student needs and ensure student success.

Budgeted Amount:

500

Total Expenditures

4,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

All of Diamond's students will have access to high quality, standards-aligned instructional materials to be prepared for college/careers of the 21st century. They will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed to be successful in algebra through technology-driven curriculum and instruction. To support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade, the Measure of Academic Performance (MAP) results and Math Expressions publisher assessments, will help guide instruction and monitor student achievement. A baseline for monitoring progress will begin with the first administration of these assessments. Additionally, all students in third thru fifth grade will participate in the California Assessment of Student Performance and Progress (CAASPP) in math to monitor continual and adequate annual growth with grade level competency in math fluency, number sense, and problem solving analysis.

Strategy/Activity 1

All students will be instructed with the district approved Houghton Mifflin Harcourt Mathematics program: Math Expressions. Teachers will differentiate instruction to meet the needs of all students. In order to promote math numeracy and proficiency, supplemental software programs providing additional targeted supports engaging students in math will be purchased. Diamond teachers will use the district curriculum maps to ensure their implemented curriculum is aligned to California's Math Standards. Teachers will also use the Irvine Math Project (IMP) student booklets and teacher guides to instruct students.

Budgeted Amount:

6,490

Strategy/Activity 2

As part of the site's MTSS, collaborative efforts will be made to develop actions plans for students entering Tier II & III programs. Student math data will be reviewed after each district benchmark assessment (MAP) by COST in collaboration with teachers. Students performing in the 7th %ile or lower and demonstrating they are struggling academically, will be referred to COST, thus entering them in to the MTSS process. Grade level collaborative meetings will be held with teachers to plan steps to improve academic outcomes in math and monitor student progress. COST Team members, administration, parents, and other stakeholders (SEL counselors and other community partners) will be included in the plan at the appropriate and respective steps of the MTSS process. Academic interventions will be offered before, during, and after school for students identified appropriate for Tier II & III interventions. Progress will be monitored regularly to determine success. In addition, targeted intervention/tutoring based on student instructional needs will be provided during the day by classified ISPs. To support Tier 2 students in math, certificated staff will provide additional computer support during asynchronous time for students to complete their assignments and to assist with STMath learning paths while providing goal setting and support as needed.

Budgeted Amount:

1,000

Total Expenditures

7,490.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Diamond's students will demonstrate grade appropriate knowledge of science concepts and skills as well as the critical thinking skills needed to be successful in science through NGSS curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials that will allow students to develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and careers of the 21st century.

Students will utilize chrome books to support learning of the Science standards targeted. They will have access to internet-enabled technology at school, home and after school. Additionally, personalized and focused instruction will continue to take place during small group workshops, intervention time, and enrichment time, which includes office hours and after school tutoring. In order to support our NGSS and STEAM goals training of instructional staff and resources will be provided by the district (ie Mystery Science kits) and through Project Lead the Way. All Fifth grade students will participate in the California Science Test (CAST). Students in the kindergarten thru fifth grade will show continual and adequate annual growth with grade level competency in science practices, core ideas and crosscutting concepts. Teachers will utilize assessments results to determine proficiency and to drive instruction.

Strategy/Activity 1

NGSS

The Diamond teacher team will use intensive curriculum and research-based methodologies and strategies to teach the Next Generation Science Standards through which students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, and problem solving. Their bi-monthly collaboration will include discussions to promote science literacy. Teachers will teach science literacy using the Engineering/Technology, Earth Science and Physical Science units on the Benchmark curriculum. They will supplement the curriculum by using Mystery Science lessons as well as Mystery Science kits in their classroom to supplement Science instruction to support the implementation of NGSS. Tier II-III Students in need of additional support or enrichment opportunities will receive tutoring before or after school.

Budgeted Amount:

9,800

Total Expenditures

9,800.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement 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, parent workshops, and Padres en Acción. Diamond School will continue to build partnerships with local agencies and businesses in order to support our students, parents, and community. Our FACE Liason will facilitate communication with families and access to resources and workshops.

Strategy/Activity 1

Our school will use a school-wide system of communication with parents. As part of our AVID strategies for organization, students in K-1st will use communicator folders daily to provide to take home student work and school communication notices. Grades 2nd -5th will use binders and student agendas as communication tools and to help stay organized. Our main platform for parent communication will take place primarily through Parent Square and Google Classroom. A Parent Wellness center will play a key role in meeting parents' needs and communicating information. In understanding that parents play a key role in student achievement, participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, Parent/Teacher conferences, Parent meetings,) through a variety of means: monthly FACE newsletters, fliers, teacher contacts, banners, school marquee, ParentSquare, and phone messaging. Classroom teachers are expected to communicate with parents on a regular basis.

Our school will hold regular recognition and celebration events in order for our parents to feel welcome at the school and to take pride in their children's accomplishments. We will continue to support seasonal events, book fairs, Jog-a-Thons, Family STEAM Nights, Winter and Spring performances, 5th grade promotion activities, Engage 360 family events, and school-wide exhibitions (STEAM and Math Family nights, science fair, social studies displays, etc).

Budgeted Amount:

1,930

Strategy/Activity 2

Parent Engagement

Based on parent feedback through surveys, parent meetings, and committee suggestions, invite community agencies/organizations and District sponsored training to provide workshops/training and support groups on topics requested by parents. Parent workshops held by Raising Highly Capable Children, Padres en Acción, and other community partners will continue to be supported as requested by our parents. Parents will be actively encouraged to help lead and recruit for these workshops. Parents will participate in a volunteer luncheon to learn about other ways to engage and also to be recognize for their engagement. Our FACE Liaison in conjunction with our School Counselors will plan, present, and facilitate parent trainings.

Grade level and/or topic specific family workshops will be lead by our staff that equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. We will strive to involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshops and build parent capacity.

Budgeted Amount:9,500

Strategy/Activity 3

Parent Engagement

Encourage parents to participate as volunteers, attend meetings, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the PTO and foster parent leadership within this group. Actively recruit new members for Title I committees (SSC and ELAC), other school committees, and volunteers in classrooms to build parent capacity. Provide for childcare as needed. Enlist parent support to help maintain a safe and welcoming campus. Encourage parent involvement and leadership in Padres en Acción.

Budgeted Amount:

Strategy/Activity 4

School-wide program to identify family members in need of community assistance with housing or food insecurities and connect them the appropriate community agencies. The school will utilize their FACE Worker and other staff to link families in need to community services and counseling. She will also help parents to access any needed resources (financial assistance, COVID testing, etc.) to assure our students' families are well taken care of.

Budgeted Amount:350

Total Expenditures

11,780.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	13,769.00
Goal Area 2, English Language Arts	31,095.00
Goal Area 3, English Learner Progress	4,000.00
Goal Area 4, Math	7,490.00
Goal Area 5, Content Area Goal	9,800.00
Goal Area 6, Parent Engagement	11,780.00
Total Funds Budgeted	77,934