

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



Madison 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

**Madison Elementary School
Vision Statement**

Madison’s vision is to prepare students to be lifelong, high-level thinkers and learners – who are eager to realize their greatest potential and achieve their own dreams.

We want our students to be well-prepared to make positive contributions to their community – and the larger society. We believe that all students are capable of academic excellence and learning far beyond normal expectations when provided with the support, guidance and care from the community, administration, faculty, staff, parents, and fellow students.

Our vision will be achieved by:

- Providing a safe and creative environment
- Providing a rigorous and engaging standards based curriculum
- Giving all students every opportunity to maximize their intellectual potential
- Nurturing their individual creative spirit
- Guiding them in their acquisition of knowledge and problem solving skills
- Working cooperatively with the community
- Maintaining open communication between all stakeholders

Our vision will be guided by the sum total of all the stakeholders’ rich experiences, wisdom, and deepest passions for excellence.

**Madison Elementary School
Mission Statement**

Our mission as Madison School is to work together as a staff, parents, and community to provide a balanced comprehensive core curriculum that will promote academic excellence and student achievement based on California Common Core State Standards (CCSS). We will ascertain the level of student success indicated by formative and summative assessments. We will maintain a safe and highly academic environment where students are engaged and vested in achieving academic excellence. All stakeholders commit to a system of support to ensure a foundation for lifelong learning, and are willing to change and evolve according to the needs of Madison’s community.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	191	211	184
1	198	188	199
2	180	188	171
3	149	176	188
4	153	156	167
5	154	156	151
6	48	57	58

Percent Actual Attendance

2012-13	2013-14	2014-15
97.50	97.82	97.90

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	1 (0.09%)	1 (0.1%)
Asian	33 (2.92%)	32 (2.9%)
Pacific Islander	5 (0.44%)	7 (0.6%)
Filipino	0 (0%)	0 (0.0%)
Hispanic or Latino	1084 (95.76%)	1,072 (95.9%)
African American	1 (0.09%)	1 (0.1%)

White (not Hispanic)	7 (0.62%)	4 (0.4%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	1132	1,118

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:

100% of stakeholders, which include, students, staff, parents, and the community, will follow a clear vision for Madison Elementary School that includes a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade level standards by June 2016.

A minimum of 75% of the parents will participate in a variety of events such as monthly Parent Education classes, collaboration with Green Project, parent meetings, parent conferences, Back to School Night, Open House Night, workshops, and volunteering in classrooms. Staff members will work together to welcome parent involvement. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making to increase student achievement in the 2015-16 school year.

Students will receive the best first instruction in preschool to 6th grade to ensure students are proficient readers, mathematicians, and are on track to being college ready.

- The Teacher on Special Assignment (TOSA) will support the school's goals. To make progress in both English Language Arts and Mathematics, Madison will continue maintaining high expectations for all members of the learning community.
- Student achievement will be recognized and celebrated in a variety of ways. We will continue to recognize classes meeting weekly and monthly goals in the supplementary ST Math (Jiji) and Accelerated Reader (AR) programs.
- Madison School will communicate the school's Vision and Mission as well as learning expectations and results to all members of the learning community. Results from district and state assessments will be discussed in staff, grade level and parent meetings, as well as School Site Council and English Learners Advisory Committee meetings.
- A safe, clean and orderly school environment will be maintained at Madison School with high academic and behavior expectations utilizing the PBIS framework. Supplemental materials and literature will be purchased to promote positive behavior. Students will be recognized for following the schools rules.
- Principal's Advisory Council will work with school administration to ensure students actively participate in school's decision making process.
- School vision will be reviewed and revised by all stakeholders including staff, students, parents, teachers. ILT will review instructional vision for mathematics and language arts.
- Supplementary Support/ Resource staff (Library Media Tech, Computer IA and TOSA) will provided support and additional time and services to promote academic success, enhance and enrich the core program and recognize students for growth and progress made. They will monitor growth in AR, Jiji and state and district assessments. They will work together to coordinate services.
- Implementation of the supplementary University Starts Now program will help students to prepare to be career and college ready.

Interventions will be provided for English learner students who have not yet re-designated, students who are not proficient readers, and students struggling with math before, during, and after school. Students will be provided with opportunities to extra curricular activities such as music. Project-based learning programs will be explored to provide enrichment opportunities for proficient students.

- Madison School will provide extended hours for students to receive assistance with their learning in small group as well as opportunities to participate in supplementary, extra curricular activities. Library and computer labs will be opened additional time beyond the school day for use by students and parents.
- Madison School will provide addition, extended hours beyond the school day to provide 4th to 6th grade students who are interested in receiving instrumental music instruction. Madison School will provide additional music instruction to students in Grade 1-2nd to enrich and enhance the core program.
- Students in need of interventions and support will participate in supplementary before and after school tutoring and Saturday Tutoring. Interventions will include newcomer support, EL, Reading and mathematic intervention.
- Students will participate in additional interventions using supplementary technology.
- Students will participate in Saturday Science Academy and tutoring.

Access to technology for students will continue to increase as new technology tools are purchased.

- Supplementary technology will continue to be used in the classrooms to actively engage all students in the learning process. All students at Madison school participate in the MIND Institute's ST Math and Accelerated Reader program. Teachers use technology in the classroom to support instruction and increase student engagement.
- Supplementary technology and instructional materials will be utilized, such as Smarty Ants, to provide intervention to students who need additional instructional support.
- Students will be assessed in Reading and Math using Measure of Academic Performance (MAP) assessment three times a year.
- Additional Technology programs will be provided for newcomer students.

Teachers will be provided with opportunities for academic and use of technology professional development via online learning and staff meetings.

- Teachers will meet in grade-level groups to analyze assessments and adjust their instruction in order to meet student's needs and increase student performance relative to district, state and federal standards.
- Madison staff will continue implementing district approved curriculum and providing instructional supplies to support the curriculum. Teachers will be provided with time to work together to plan standards-based lessons, analyze assessments and adjust their instruction based on the results.
- Teachers will reflect on their teaching and actively participate in planning and attending professional development. Teachers will collaborate in grade level meetings to improve teaching strategies and student learning.
- Madison Computer Instructional assistant will provide support and services in technology use and implementation. Computer IA will provide support to teachers, parents, and students.

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:

The number of Kinder to 3rd grade students scoring proficient on DIBELS Next will increase by a minimum of 20%. n.

There will be a gain of 10% of students performing at / above mean Reading RIT score in each grade level (3rd, 4th, 5th, and 6th) on the Measure of Academic Performance (MAP) assessment by June 2016 as compared to Fall 2015 baseline.

The number of students scoring 3 and 4 on ELA Extended Response will increase by a minimum of 10% by June 2016 as compared to Fall 2015 baseline.

Students will receive the best first reading instruction to ensure students are proficient readers by 3rd grade and beyond.

- Madison School will continue implementing the District adopted Open Court Reading Program and District's alignment of instruction, strategies and materials through the use of Units of Study in order to Implement the Common Core State Standards in English Language Arts. Reading will be a focus across all subjects with the use of non-fiction Science and Social Studies materials to address emphasis of the CCSS as well as supplemental materials from printshop. Title I funds will be utilized for supplemental visuals, materials and interventions.
- Teachers will follow the grade level Curriculum Maps for ELA. All students are expected to read and understand grade level appropriate materials in all content areas.
- Madison will comply with the implementation of instructional time for the reading/language arts programs.
- Madison will continue focusing on interventions and instruction on small groups of targeted students during the workshop time of the Language Arts block, before, and after school to supplement the core program. Data for all sub-groups is reviewed to ensure adequate yearly progress towards federal, state and district goals.
- Books will be purchased to support our supplementary Accelerated Reader campaign to enhance and enrich the core program. Additionally Scholastic News Magazines will be purchased to extend opportunities for students to have a global awareness of current events and exposure to non-fiction periodicals.
- Teachers will administer district created, publisher created and teacher created assessments to monitor comprehension of reading material in English Language Arts, Science, and Social Studies.
- Supplementary instructional materials and supplies will be purchase to enrich and enhance the implementation of the California Common Core State Standards in English Language Arts.

Madison students will be afforded with opportunities to bridge reading gaps and to extend and enhance their reading abilities.

- Madison school will provide Extended Learning Opportunities for students to develop reading fluency and comprehension. Students will be selected to receive academic support and enrichment opportunities focusing on the standards in English language arts before

and after school.

- Students will be provided with opportunities for enrichment programs in reading such as science academy, literature circles and book reports.

Technology tools and software will be utilized to ensure best first instruction, extended, and enrichment opportunities.

- Teachers and Administration will increase the use of technology and interventions to improve student achievement. Madison will purchase computers to extend opportunities for students to receive computer-assisted instruction and support.
- In preparation for SBAC and in order to monitor student learning students, will be assessed three times a year on the computerized MAP Reading assessments using the computer labs.
- Madison Faculty will encourage and monitor independent reading using the Accelerated Reader STAR test (3 times a year) and the AR quizzes weekly.

Staff development and professional collaboration will ensure implementation of Reading strands in Common Core State Standards in English Language Arts, Science, and Social Studies.

- Use collaboration meetings to share effective researched-based instructional strategies, analyzing student work and assessment data, and creating action plans to adjust instruction to meet and address identified reading gaps and needs.
- Staff development will be provided by Administration and District Curriculum Specialists on California Common Core State Standards (CCSS) by learning about and implementing Text Complexity, Text Dependent Questions, Collaborative Academic Conversations, and Academic Language.

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: Madison Elementary School will insure that a minimum of 55% of the students will score a 3 or 4 in District Writing Proficiency Test in June 2016 through implementation of the District adopted Open Court Reading Program, implementation of Write From the Beginning and district provided writing workshops and support materials. District Writing Assessments will be used to monitor progress and guide instruction.

Continue the alignment of instruction in writing using district adopted, district created, and teacher created materials to ensure meeting of the writing strands of Common Core State Standards utilizing English Language Arts, Science, and Science curriculum.

- All students are expected to write clear, coherent, and focused essays that meet grade level standards citing text evidence, stating claims supported by text evidence and research,
- Madison teachers will consistently utilize GLAD, Write from the Beginning, the District Writing Binder and Thinking Maps strategies and materials to enrich and enhance the core program and improve student writing.
- Areas of focus will be established by grade levels based upon MAP and extended response results and individual teachers will work together beyond the school day to create supplementary lessons and materials to address areas of student underachievement in writing.
- District Writing Proficiency tests will be administered and analyzed three times a year.
- Students will produce writing samples aligned to Common Core State Standards writing strands and curriculum maps to be displayed in the classrooms and in the library every 6 weeks.

Extended learning opportunities will be provided for students needing extra academic support to reach proficiency as well as enrichment opportunities for students who are proficient.

- Students are identified and selected to receive academic support focusing on the CCSS writing standards during supplementary, extended learning opportunities before and after school.
- Opportunities for supplementary enrichment activities will be provided for students who are proficient such as a journalism club.

Students will utilize computers / technology devices to enrich and support their writing abilities.

- Computers will be available in all classrooms for word processing by students for regular writing assignments Teachers may use computer labs or Chrome Book carts for writing instruction during possible open slots. Additional technology will be provided for interventions.
- Students will be able to receive enrichment opportunities such as a journalism club using computers to publish newsletters.

Staff development opportunities will be provided to enhance student writing performance. Professional collaboration will be used to

analyze students' writing performance to target writing instruction in areas of need.

- Teachers attend ongoing writing trainings provided by district personnel correlated with Open Court program and Common Core State Standards.
- Teachers meet at grade level and staff meetings as well as staff development to analyze student writing samples. Samples are analyzed and areas of need are identified in order to determine instructional implications. Teachers meet to co-grade students Trimester District Writing Proficiency.
- District Curriculum specialists will present Demo Lessons on Content area writing in a variety of genres.

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:

Through the implementation of the new ELD standards, the number of English Language Learners who scored at the Beginning, Early Intermediate, and Intermediate levels of CELDT will decrease by 10%.

Madison Elementary School will, at minimum, reclassify 65% of its English Learners within 5 years of entering the English learner program.

English language development instruction will be embedded in English language arts, social studies, and science instruction as much as possible. Targeted ELD instruction will occur during the allocated 30 minute instructional block.

- Teachers will administer the CELDT and ADEPT assessments to English Learners in order to identify and focus instruction on areas of need based on assessment results. Teachers use the 4th edition of Carousel of IDEAS to provide differentiated instruction to all English Learners for 30 minutes everyday. We will purchase supplemental ELD materials including literature, materials, technology, and printed materials.
- Madison staff implements the ELD Blueprints to gain understanding of which skills, vocabulary and structures students need to move up a level in ELD.
- Madison staff continues using Thinking Maps, GATE and GLAD strategies for supporting students in specific lessons in the curriculum.
- We will continue using frontloading and scaffolding strategies for supporting English Learners. Teachers will utilize supplemental visuals, technology and literature for intervention and supplemental support. Computer technician will provide additional support and intervention.
- Discuss ELD progress with the ELAC group, and include them in the SPSA revision process. Childcare will be provided.
- Discuss ELD progress with parents during conferences.
- Assessment results are shared with all stakeholder groups e.g., School Site Council, English Learners Advisory Council and parents at the Annual Title 1 Meeting. Allocation of resources to support student achievement in identified areas of need are discussed and approved in keeping with rules and bylaws.

Extended learning opportunities will be provided for English Learners as well as those identified Long Term English Learners.

- Students are selected to receive supplementary academic support and enrichment focusing on providing more opportunities to develop their English proficiency during extended learning opportunities—after school and before school.
- Substitute teachers will provide extra support to assess students' English language proficiency and provide intervention as needed.

Technology will be utilized to give opportunities to English Learners to increase their exposure to language as well as develop background knowledge via the internet.

- In order to increase English Language Development, students will be expected to read books at their independent level to meet the monthly reading goal for each grade level. Students' ability to comprehend text and learn new vocabulary will be assessed by using quizzes in the supplementary Accelerated Reader (AR) program.
- Teachers will utilize technology to help provide background knowledge to students to frontload and enhance, enrich instruction using internet resources, images, videos, audio files and primary sources. Students will have the ability to search topics of interest to further develop their language.

Provide time for staff development and professional collaboration to discuss results and plan instruction to improve students' English Language proficiency.

- Teachers meet as a staff and as grade levels at grade level and staff meetings and at staff development opportunities. E.L.D. assessment results are analyzed and areas needing focus are identified. Focus areas are developed by grade levels and individual teachers to address areas of student need.
- Support of common planning meetings by utilizing them to share effective research-based instructional strategies analyzing student work and assessment data and creating action plans to adjust instruction to meet and address identified reading gaps and needs.
- Teachers will participate in training of the new ELD standards.

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:

To support the district goals of algebra readiness by the beginning of 9th grade and college readiness by 11th grade as evidenced by Math Early Assessment Program and MAP results, students at Madison Elementary will demonstrate one years growth by meeting projected growth target and a 10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by spring of 2016 through the implementation of the District adopted Houghton Mifflin Math Program and the additional software program provided through the Mind Institute. A baseline for monitoring progress will begin with the administration of the Fall 2015 MAP. Instructionally, the continuing implementation of Common Core State Standards and the district units of study will also aid in our goal toward mathematics academic achievement.

The number of students scoring 3 and 4 on Math Extended Response will increase by a minimum of 10% by June 2016 as compared to Fall 2015 baseline.

Math instruction will be aligned to meet Common Core State Standards using District adopted math curriculum, district created units of study, and ST Math software to enhance instruction.

- Madison School adheres to the District adopted Houghton Mifflin Math program and follows the district curriculum guide to ensure that all students are taught the mathematics skills and concepts aligned to the grade level standards with the use of supplemental materials including manipulatives, technology, visuals and printshop materials.
- Assessment results are shared with all stakeholder groups e.g., School Site Council and the English Learner Advisory Council. Allocation of resources to support student achievement in identified areas of need are discussed and approved in keeping with rules and bylaws.
- Students in grade Kinder through 6 participate in the supplementary Music Intelligence Neural Development (MIND) Institute Program, aka ST Math, that utilizes music and computerized math games in the computer lab supervised by a classified computer technician to support students in attainment of the math standards.

Extended Learning opportunities in the area of Mathematics will be provided for students to support and enhance mathematical understanding.

- Students are able to progress through ST Math curriculum at their own pace. Teachers provide assistance during the assigned computer time as needed. They monitor students' progress through the teacher console in order to target specific support.
- Students will also have additional opportunities to increase their math facts fluency by utilizing the MIND Institute Math Fluency program before, during, and after school.
- As part of the supplementary ST Math (MIND Institute Program) students receive targeted music instruction developed to increase spatial temporal understanding of mathematical concepts delivered by music teacher. Instrumental music (strings and winds) is provided before and after school to selected students supervised by a classified computer technician.

Students will have an opportunity to use technology to help them learn mathematical concepts.

- Site licenses for supplementary program ST Math (MIND Institute)
- Supplementary 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 computers and devices are purchased to ensure that all students have the opportunity to use ST Math two times a week to make adequate progress.

Staff development opportunities will be provided in order to implement the Common Core State Standards in Mathematics. Teachers will collaborate to plan instruction and implement strategies learned.

- Teachers will review and collaborate on updated curriculum guides at the beginning of the year and during staff and collaboration meetings. They will participate in district offered training including Irvine Math Project, Cognitively Guided Instruction, reading and GATE Training.
- Teachers will receive yearly staff development in ST Math and have access to online learning opportunities at the ST Math website.
- During a series of staff meetings and staff development opportunities, Madison staff reviews available, pertinent assessment results. Data for all sub-groups is reviewed to ensure adequate yearly progress towards federal, state and district goals.

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: At Madison Elementary, parents and the community are an integral part of our students' academic achievement. Communication will take place on a regular basis between school staff, students, parents and the community to promote the new Common Core standards and academic growth in the 2015-2016 school year. All stakeholders will be involved in the decision making process. The school will provide programs that promote a minimum of 50% parental involvement throughout the 2015-2016 school year. Programs such as State Pre-School, Monthly Parent Meetings, School Site Council, ESL classes, community events in collaboration with Madison Park Neighborhood Association (MPNA) G.R.E.E.N. Project, and English Learner Advisory Committee will be offered to parents. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

Building on parenting strengths

Parents are provided opportunities to receive training on how to help their children in academic areas such as reading and math as well as social / emotional areas.

- Conduct grade level parent meetings to assist parents in understanding and supporting their children's reading development with a focus on the Common Cores State Standards. Parent education classes will be provided including technology, arts, and English classes. Childcare will be provided.
- Conduct grade level parent meetings to assist parents in understanding and supporting their children to develop and expand on mathematical concepts as outlined in the Common Core State Standards. Parent education classes will be provided. Childcare will be provided.
- Offer Parenting Classes to Madison parents such as "Raising Highly Capable Kids" and "Strengthening Families" , Parent Leadership which will support their learning at home. Provide childcare for parent education classes. Additional support will be provided by our computer lab technician.

Communicating effectively

Madison ensures that communication is ongoing, and meaningful with all our parents. Parents have opportunities to give feedback and to discuss school issues directly with school leadership. Parents will provide input throughout the year on the types of services and programs to be offered.

- Parent/teacher/student/administration compacts are established, printed and sent out annually to clarify the responsibilities of all parties in promoting the educational success of students.
- During annual Title 1 Parent Meetings, parents are provided with the district's Uniform Complaint Process.
- Monthly "Cafecito con la Directora" are conducted to provide an open forum for parents to share their ideas and learn about the programs and progress of the school.
- Through the printing and distribution of Monthly Parent Newsletters, the Principal maintains all parents at Madison informed. These Newsletters are distributed in English and Spanish. Ongoing information is also available on the school's website.
- Parent/teacher conferences provide parents opportunities to discuss their children's progress with teachers. Translation services are made readily available whenever needed for conferences and meetings.
- Parents receive support with translation during parent teacher conferences, and any other teacher communications. Office will provide additional community support.
- LCAP meetings will be held for parents to provide input on programs and services to be offered. Parents will have opportunities for involvement and input in plan development. Childcare will be provided and additional support will be provided by the computer lab technician.

Organizing opportunities for volunteering

Madison parents are partners in education, are welcome on campus, and encouraged to volunteer with clerical tasks, classroom support, field trips, and other school events.

- The GRIP greeter program provides training and support for parents to greet our students in the parking lot each morning.
- Parents are invited to volunteer on campus and are provided a volunteer identification sticker via the Raptor Visitor Monitoring

System.

- Parents will participate in the review and development of the School Safety Plan.

Learning at home

Community resources are utilized to strengthen families and student learning. Parents are provided with opportunities to participate in the educational process for the benefit of their children and themselves.

- In order to ensure participation, school provides child care during parent meetings, parenting classes.
- Parents receive copies of the Common Core Standards per their child's grade level in English and Spanish.
- Community partnerships will be developed to promote parent involvement, Parent Education and family resources. Partnerships will include Madison Park Neighborhood association, Community partners and development of a community partner collaborative.
- OCDE Safe Haven will provide families with support and resources.

Involving in decision making

Parent input is encouraged and highly valued in decision making related to Madison Elementary School's LCAP (Local Control Accountability Plan) goals.

- Conduct parent surveys, monthly "Cafecito con la Directora" parent meeting, Title 1 Parent Meetings, School Site Council Meetings and English Learner Advisory Council Meetings.
- Welcome parents and encourage them to become partners in school decision and advocacy through School Site Council, English Learners Advisory Committee and Open-door policy, and Monthly "Cafecito con la Directora."
- Ensure that parents participate in the District Advisory Committee and the District English Learners Advisory Committee through the printing and mailing of flyers and reminders to members .
- Encourage parents to participate in the planning and developing of student extended and extra-curricular activities through surveys and direct communication.
- Parents provide input at school site LCAP meetings on how to use the school funds available through Local Control Funding Formula to benefit their children.

Collaborating with the community

Madison Elementary School is the heart of the community and collaborates with outside agencies to support our families' social, emotional, and physical health.

- Use community resources such as OCDE Safe Haven, district staff, Turning Point and Phoenix House to strengthen family life and student learning.
- Madison administration, staff, and families collaborate regularly with the Madison Park Neighborhood Association in community events.
- Madison administration and staff collaborate regularly with the UCI Green Project which provides services to families and tutoring to students.

Building relationships

Our families have deep roots and a long history with Madison Elementary School, and those relationships are nurtured.

- Provide refreshments and child care during parent meetings and parenting classes to encourage and support parents so they can attend the meetings.
- Partnerships will continued to be developed and maintained. A coalition/ collaborative of community resource partners will be establish to mainatin open lines of communication. Coordination of Services team meetings will be held in order to communicate how services are provided to students and families.

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, Intervention, Tutoring	1000-1999: Certificated Personnel Salaries	Title I, Part A	65,900.49
Intervention, tutoring, childcare	2000-2999: Classified Personnel Salaries	Title I, Part A	63,171.50
Certificated and Classified	3000-3999: Employee Benefits	Title I, Part A	19,329.56
Technology, Printing, Parent materials, Supplemental instructional materials	4000-4999: Books And Supplies	Title I, Part A	61,046.30

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, Parent education	5000-5999: Services And Other Operating Expenditures	Title I, Part A	13,000.00
Printed and supplemental materials	5700-5799: Transfers Of Direct Costs	Title I, Part A	12,000.00
Total			234,447.85