

# The Single Plan for Student Achievement



**School:** Santiago Elementary School  
**CDS Code:** 30-73635-6085351  
**District:** Saddleback Valley Unified School District  
**Principal:** Joe Ledoux  
**Revision Date:** 12-12-14

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 12-12-14.**

## School Vision and Mission

### Santiago Elementary School's Vision and Mission Statements

#### Vision:

Saddleback Valley Unified School District students will be college and career ready and demonstrate the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity.

#### Goals:

- The Santiago Leadership Team will establish a measurable school wide literacy goal by grade level in non-fiction writing and will provide evidence or increased student achievement among all students and within significant subgroups by June 2015.
- All teachers will incorporate the newly adopted math curriculum into their daily lessons in order to master and use the Common Core State Standards.

\*Santiago will begin the process to become an AVID certified elementary school.

## School Profile

### School Profile

Since opening 1973, Santiago Elementary has had thousands of children pass through its doors, and now many of our former students currently have children attending Santiago as well. We are a unique school because of our beautiful location in the heart of Lake Forest. When visiting our school, you'll quickly notice that our campus is covered with beautiful eucalyptus trees that help to make our school a warm and inviting place to be. Santiago is viewed as the core of the neighborhood and represents more than just a local elementary school. Together, we stand as a community of learners. We are the Santiago Eagles!

When visiting classroom, it is easy to see Santiago Elementary's comprehensive and challenging instructional program. Strong academics, scholarly attributes, community service and character education are all integrated throughout the curriculum. Students from all walks of life make up and add to the richness and diversity of the Santiago Elementary School population. We are a K-6 elementary school of just over 450 students. Santiago is one of four district schools which offers the Learning Center model for students in grades K-6, whether they have an Individual Education Plan (IEP) or not.

For the 2014-2015 school year we have 141 English Language Learners (31%), 241 Socioeconomically Disadvantaged students (43%) and 34 students with disabilities (8%). Santiago offers support and assistance for at-risk children through federal Title I funds. Students in grades 4-6 not meeting grade level standards in English Language Arts participate in our Read 180/System 44 literacy intervention program. Students still in the process of acquiring English receive 30 minutes of English Development instruction. Some of these programs include an after school Extended Learning Time (ELT). The Santiago staff is truly determined and committed to helping all students achieve.

As a result, not only do our students achieve excellent results on standardized tests, but they also enjoy a rich and rigorous instructional program. All students benefit from the school-wide use of technology, art, music, physical education, science programs, and after school enrichment classes that serve to support the Common Core State Standards (CCSS).

The driving force of our success lies with the talents and energies of our dedicated staff, parents and community. Santiago teachers are committed to providing all students with a solid academic foundation. Working together with parents and community members, the staff recognizes the importance of establishing and maintaining a strong partnership between home and school.

Programs offered at Santiago for students in grades K-6 include:

- Library
- Computer Lab (Mac)
- English Language Development (ELD)
- Primary and Upper Grade Physical Education
- Art Masters
- Music, Instrumental and Performing Arts (Grades 4-6)
- Extended Learning Time (ELT)
- Use of Chromebooks, iPads, iPods, and SmartBoards in every classroom

Other programs offered at Santiago for qualifying students:

- Resources Specialist Program (RSP)
- Occupational Therapy (OT)
- Speech and Language (S & L)
- Adaptive PE (APE)
- Physical Therapy (PT)
- School Psychologist
- Targeted Intervention Classes
- Orange County Mental Health

All classes are located in permanent buildings and each classroom is provided with Smart Boards, speakers, a lapel microphone and a student microphone. TV/VCR/DVD and cable connections. All students in grades 1-6 are provided with either a Chromebook, iPad, or iPod. These devices are networked with systems inside and outside our school. Our multi-purpose room includes a full-sized stage complete with professional microphones, speakers, and a sound-mixing booth. We also have the technology to broadcast video productions to all the classrooms at our school.

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	394	386		174	145		6	3		20	23	
<b>Growth API</b>	856	844		896	883					958	943	
<b>Base API</b>	873	856		904	895					971	958	
<b>Target</b>	A	A		A	A							
<b>Growth</b>	-17	-12		-8	-12							
<b>Met Target</b>	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	158	170		117	123		154	178		51	57	
<b>Growth API</b>	801	790		785	763		792	787		770	751	
<b>Base API</b>	804	799		806	784		796	792		788	772	
<b>Target</b>	A	1		A	5		4	5				
<b>Growth</b>	-3	-9		-21	-21		-4	-5				
<b>Met Target</b>	Yes	No		No	No		No	No				

#### Conclusions based on this data:

1. In looking at the test data from 2012 to 2013 it appears there is a need for increased English Language Learner support. Our EL group dropped 21 points year over year.
2. The "White" subgroup dropped as well which indicates there is a need overall to increase student learning outcomes.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	99		100	100		100	100	
Number At or Above Proficient	276	235		145	106		--			19	19	
Percent At or Above Proficient	70.2	61.0		83.3	73.6		--	--		95.0	82.6	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		97	100		98	100		95	99	
Number At or Above Proficient	82	82		59	48		82	84		28	27	
Percent At or Above Proficient	51.9	48.2		50.4	39.0		53.2	47.2		56.0	48.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		Yes	No		--	--	

#### Conclusions based on this data:

1. We did not make our AYP goals in all sub groups. We dropped the most in out ELL significant sub group.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	99		100	100		100	100	
Number At or Above Proficient	251	251		131	109		--			18	20	
Percent At or Above Proficient	63.7	65.2		75.3	75.7		--	--		90.0	87.0	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	100		97	100		98	100		97	99	
Number At or Above Proficient	78	90		57	59		69	90		27	25	
Percent At or Above Proficient	49.4	52.9		48.7	48.0		44.8	50.6		52.9	44.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	No		No	Yes		--	--	

#### Conclusions based on this data:

1. We met the AYP in most of our significant sub groups which indicates our overall math instruction is very solid.
2. We dropped slightly in our ELL subgroup which indicates a need to improve our instruction or delivery of math concepts.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>					***** *	***	***** *	***			*****
<b>1</b>	3	13	4	17	11	46	6	25			24
<b>2</b>	3	13	5	21	10	42	4	17	2	8	24
<b>3</b>	5	19	9	35	7	27	5	19			26
<b>4</b>	9	33	10	37	7	26	1	4			27
<b>5</b>	4	22	5	28	9	50					18
<b>6</b>	9	47	5	26	5	26					19
<b>Total</b>	33	24	38	27	50	36	17	12	2	1	140

#### Conclusions based on this data:

1. The CELDT data indicates we are doing a good job of moving students over to the "Early Advanced" and "Advanced" level.
2. However, the data also indicates that we have a significant number of ELLs in the "Intermediate" level that we need to move over to the "EA" and "Adv" level group.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	143	144	140
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	143	144	140
Number Met	102	84	100
Percent Met	71.3%	58.3%	71.4%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	148	34	154	33	129	41
Number Met	41	26	43	13	46	24
Percent Met	27.7%	76.5%	27.9%	39.4%	35.7%	58.5%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	

#### Conclusions based on this data:

1. You could infer that EL instruction has improved year over year from 58% (2012) to 71% (2013) which is back to where it was in 2012. Our school met all of its AMAO goals last school year.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	3,879	3,826	3804
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	3,869	3,825	3804
Number Met	2,580	2,268	2382
Percent Met	66.7	59.3	62.6
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,944	1,525	2,882	1,564	2885	1616
Number Met	921	930	772	883	798	935
Percent Met	31.3	61.0	26.8	56.5	27.7	57.9
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The Site Leadership Team and School Site Council of Santiago Elementary School have analyzed student performance data from the SVUSD LCAP (Saddleback Valley Unified School District Local Control and Accountability Plan), Title III Accountability data, the SVUSD performance task writing assessments, Aeries (student information system), CALPADS (California Longitudinal Pupil Achievement Data System), SEIS (Special Education Information System), and relevant data collected specific to the school site. The Leadership Team and the School Site Council have reviewed the four LCAP goals and have established the following measurable site goals for the 2014-15 school year which align with SVUSD LCAP goals and reflect identified areas of growth for 452 School students.

<b>SUBJECT: English Language Arts</b>	
<b>LCAP GOAL:</b>	
Improve literacy in all content areas.	
<b>LCAP Metric:</b>	
85 percent of schools will meet their site literacy goals (non-fiction writing, or academic vocabulary)	
<b>SITE GOAL #1:</b>	
Percentage of all students scoring proficient or higher in Oct. 14 will increase from 45 % to 65 % by May 29, 2015 as measured by Writing Performance Task administered in May 2015.	
<b>Goals for LCAP Significant Subgroups Y= Significant N = Not Significant</b>	
Y >29	Percentage of English Learners scoring proficient or higher in non-fiction writing will increase from 45 % to 65 % by May 29, 2015 by May 29, 2015 as measured by Writing performance tasks administered in May 2015.
Y >29	Percentage of socioeconomically disadvantaged students scoring proficient or higher in non-fiction writing will increase from 45 % to 65 % by May 29, 2015 as measured by Writing performance tasks administered in May 2015.
Y >29	Percentage of students with disabilities scoring proficient or higher in non-fiction writing will increase from 40 % to 60 % by May 29, 2015 as measured by Writing Performance Tasks administered in May 2015.
N >14	Percentage of foster youth scoring proficient or higher in will increase from % to % by May 29,2015 as measured by administered in May 2015.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Title I staff (Teacher or IA) will provide intervention services for students at risk of not meeting grade level standards in grades 1st-6th grade utilizing District approved intervention programs and materials.	Sept. 2014-Dec. 2015	Title I Teacher: Read 180/System 44	Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension	1000-1999: Certificated Personnel Salaries	Title I	42,530
Provide lower grade intervention teacher for 1st and 2nd grade	September 2014-December 2015	Intervention Teacher		1000-1999: Certificated Personnel Salaries	Title I	25,375
Provide a Health Clerk for student, parent, front office and classroom support for the health and safety of our students.	September 2014-December 2015	Health Clerk		2000-2999: Classified Personnel Salaries	Title I	4,303
Literacy Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.	September 2014-December 2015	Literacy Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Necessary technology hardware, software, and programs will be purchased to support the mastery of CCSS for all students, including EL's, using a variety of teaching strategies.	Sept. 2014-Dec. 2015	Technology Coordinator and Principal	Purchase and instruction of technology related to instruction. This includes SMART boards, laptops, computers, Chrome books, iPad's, iPod's, and all Itechnology devices or other software/hardware related items needed to achieve our goal in literacy.		Title I	22,400
					Common Core	4,000
					None Specified	
Instructional materials will be purchased to support the teaching of state standards using a variety of learning modalities.		Principal	Select and/or develop reading intervention strategies, materials and resources for all students.		Title I	500
Students, including EL's, not meeting grade level standards will be identified for Extended Learning Time (ELT) .	September 2014-December 2015	Certificated Staff			Title I	3,500
Anita Archer Training	December 2014	Certificated Staff			Title II Part A: Improving Teacher Quality	450

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advancement Via Individual Determination Training (AVID)	September 2014-December 2015	Certificated Staff	To train certificated staff in AVID principles and instructional approaches in order to become an AVID certified school		LCFF - Supplemental	4250
					Title I Part A: Professional Development (PI Schools)	4000
Walk Through @ Gates/Olivewood	Sept. 2014-Dec. 2015	Certificated Staff	Schedule and provide feedback for Walk Throughs at two elementary school to look for ELL strategies.		Title I	1,000

## Planned Improvements in Student Performance

### School Goal #2

The Site Leadership Team and School Site Council of Santiago Elementary School have analyzed student performance data from the SVUSD LCAP (Saddleback Valley Unified School District Local Control and Accountability Plan), Title III Accountability data, the SVUSD performance task writing assessments, Aeries (student information system), CALPADS (California Longitudinal Pupil Achievement Data System), SEIS (Special Education Information System), and relevant data collected specific to the school site. The Leadership Team and the School Site Council have reviewed the four LCAP goals and have established the following measurable site goals for the 2014-15 school year which align with SVUSD LCAP goals and reflect identified areas of growth for 452 School students.

<b>SUBJECT: Math</b>		
<b>LCAP GOAL:</b>		
Improve student proficiency in all subject areas: English/language arts, mathematics, social sciences, visual and performing arts, health, physical education, world languages, and career technical education.		
<b>LCAP Metric:</b>		
SVUSD Report Cards		
<b>SITE GOAL #2:</b>		
The overall percentage of Santiago students who are achieving a Level 3 (Meeting or Exceeding) standards in the mathematical section of the SVUSD report card will increase from 45% based on trimester I report card to 65% based on trimester III report card given in June 2015.		
<b>Goals for Significant Subgroups Y= Significant N = Not Significant</b>		
Y >29	<b>EL</b>	The percentage of ELL students will increase from 35% to 55% in Level 3 (Meeting or Exceeding) standards in the mathematical section of the SVUSD report card.
Y >29	<b>SED</b>	The percentage of SED students will increase from 40% to 60% in Level 3 (Meeting or Exceeding) standards in the mathematical section of the SVUSD report card.
Y >29	<b>SWD</b>	The percentage of SWD students will increase from 25% to 45% in Level 3 (Meeting or Exceeding) standards in the mathematical section of the SVUSD report card.

EL = English Learners; SED = Socioeconomically Disadvantaged Students; SWD = Students with Disabilities; FY = Foster Youth. Goal designed as a S (strategic/specify) M (measurable) A (attainable) R (results-oriented) I (timebound) Goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use the DMR process to collect and chart schoolwide data	Sept. 2014-June 2015	Building Leadership Team SSC ELAC	Collect and chart following data: <ul style="list-style-type: none"> <li>• Pre-assessment data</li> <li>• Fluency assessment data</li> <li>• Illuminate significant subgroup data</li> </ul>			0
Use the DMR process to analyze and prioritize needs	Sept. 2014-Dec. 2015	Building Leadership Team SSC ELAC	Identify strengths and needs in the following areas: <ul style="list-style-type: none"> <li>• Professional Development/Collaboration</li> <li>• Staffing</li> <li>• Intervention/Enrichment</li> <li>• Significant subgroup populations</li> <li>• Curriculum/Materials</li> <li>• Technology</li> <li>• Parent Involvement</li> </ul>		Title I	2500
Establish the school-wide mathematics goal for all students and targeted subgroup populations using the DMR process	Sept. 2014-Dec. 2015	Building Leadership Team SSC ELAC	The percentage of Santiago students who are achieving a Level 3 (Meeting or Exceeding) standards in the math section of the SVUSD report card will increase from 45% based on trimester I report card to 65% based on trimester III report card given in June 2015.		Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			None Specified			
Use the DT cycle to monitor and evaluate strategy implementation and the impact on adult and student behavior	Sept. 2014-Dec. 2015	Grade Level Teams Support Staff Principal	Monitor and evaluate strategy implementation and the impact on adult and student behavior in the following ways: Each trimester- <ul style="list-style-type: none"> <li>• SST meetings</li> </ul> Bi-monthly- <ul style="list-style-type: none"> <li>· Grade level meetings to monitor student progress through common formative assessment</li> </ul> Weekly- <ul style="list-style-type: none"> <li>• Teacher and/or Principal Walk-Throughs</li> <li>· Monitor selected intervention/enrichment</li> </ul>		LCFF - Supplemental	1,500



## Planned Improvements in Student Performance

### School Goal #3

The Site Leadership Team and School Site Council of Santiago Elementary School have analyzed student performance data from the SVUSD LCAP (Saddleback Valley Unified School District Local Control and Accountability Plan), Title III Accountability data, the SVUSD performance task writing assessments, Aeries (student information system), CALPADS (California Longitudinal Pupil Achievement Data System), SEIS (Special Education Information System), and relevant data collected specific to the school site. The Leadership Team and the School Site Council have reviewed the four LCAP goals and have established the following measurable site goals for the 2014-15 school year which align with SVUSD LCAP goals and reflect identified areas of growth for 452 School students.

<b>SUBJECT: Student and Parent Involvement</b>	
<b>LCAP GOAL:</b>	
Increase student engagement and parent involvement	
<b>LCAP Metrics:</b>	
100% of schools will hold at least two School Site Council Meetings, 100% of schools will hold at least four English Learner Advisory Committee Meetings.	
<b>SITE GOAL #3:</b>	
By June 23, 2015 Santiago Elementary School will hold at least two School Site Council Meetings as measured by the submission of the agenda and the minutes, including the names of all in attendance at the meeting, for those meetings to the Assistant Superintendent of Educational Services.	
<b>Goals for Significant Subgroups</b>	
<b>EL</b>	By June 23, 2015 Santiago Elementary School will hold at least four English Learner Advisory Committee Meetings as measured by the submission of the agenda and the minutes, including the names of all in attendance at the meeting, for those meetings to the Coordinator of Services for English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Four English Language Advisory Committee (ELAC) meetings	Sept. 2014-Dec. 2015	Parent Advocates/Principal	Santiago's parent advocate and community liaison will plan and hold four ELAC meeting throughout the school year with assistance from the principal.		Title I Part A: Parent Involvement	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
At least two School Site Council meetings throughout the 2014-2015 school year	Sept. 2014-Dec. 2015	Parents, Principal, and Teachers	Stake holders will study student test scores, district assessments, and parent surveys in order to make informed decisions on our school's overall direction.			
Two grade levels will participate in the Advancement Via Individual Determination (AVID) program.	Sept. 2014-Dec. 2015	Parents, Principal, Students, & Teachers	Teachers and the principal will attend AVID training in June 2015. Santiago is continuing to work on becoming an AVID Elementary certified school.		Title I Part A: Disadvantaged Students	6000
					Title II Part A: Improving Teacher Quality	1500
Parent Educational Math Night	Feb. 2015	Parents, Student, Teachers, Principal	Teachers, along with the Santiago principal, will plan a Parent Education Night centering around the implementation of the new CCSS math standards	None Specified	Title I	400

## Planned Improvements in Student Performance

### School Goal #4

The Site Leadership Team and School Site Council of Santiago Elementary School have analyzed student performance data from the SVUSD LCAP (Saddleback Valley Unified School District Local Control and Accountability Plan), Title III Accountability data, the SVUSD performance task writing assessments, Aeries (student information system), CALPADS (California Longitudinal Pupil Achievement Data System), SEIS (Special Education Information System), and relevant data collected specific to the school site. The Leadership Team and the School Site Council have reviewed the four LCAP goals and have established the following measurable site goals for the 2014-15 school year which align with SVUSD LCAP goals and reflect identified areas of growth for 452 School students.

<b>SUBJECT: Increase Student Engagement</b>		
<b>LCAP GOAL:</b>		
Increase student engagement and parent involvement		
<b>LCAP Metric:</b>		
Parent surveys, attendance records, report cards, SBAC test scores		
<b>SITE GOAL #4:</b>		
Santiago students, teachers, and parents will strive to decrease the amount of absenteeism and overall suspensions while increasing the overall amount of student engagement and participation.		
<b>Goals for Significant Subgroups Y= Significant N = Not Significant</b>		
Y >29	<b>EL</b>	Four ELAC meetings will be held throughout the 2014-2015 school year.
Y >29	<b>SED</b>	Title I parent education nights
Y >29	<b>SWD</b>	Monthly Student Study Team (SST) meetings will be held to address students' attendance and academic achievement concerns.

EL = English Learners; SED = Socioeconomically Disadvantaged Students; SWD = Students with Disabilities; FY = Foster Youth. Goal designed as a **S** (strategic/specify) **M** (measurable) **A** (attainable) **R** (results-oriented) **T** (timebound) Goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly Positive Behavior Intervention System (PBIS) assemblies, Monthly Character Counts Awards Assemblies, Trimester Honor Roll Assemblies, Anti-Bullying Assemblies	Sept. 2014-Dec. 2015	Teachers and Principal	Parents will be invited to awards ceremonies weekly monthly, and every trimester.		LCFF - Supplemental	150

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joseph N. Ledoux	X				
Sharon Bouas		X			
Marianne Mirth		X			
Carol Reynolds		X			
Linda Kennedy			X		
Debbie Cain				X	
Karen Kantas				X	
Maria Lupotti				X	
Shawn Mullen				X	
Erika Zanki				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

X District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12-12-14.

Attested:

Joe Ledoux

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Erika Zanki

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date