

# The Single Plan for Student Achievement



**School:** Santiago Elementary School  
**CDS Code:** 30-73635-6085351  
**District:** Saddleback Valley Unified School District  
**Principal:** Howard Johnston  
**Revision Date:** 11-20-15

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 December 10, 2015.**

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## School Vision and Mission

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

Our Mission at Santiago Elementary is to passionately develop intelligent and creative young adults. Santiago Elementary will achieve this by developing a vision that places an emphasis on rigor, increasing expectations, providing the needed supports, and creating opportunities for students to demonstrate their learning.

Rigor for the 21st century at Santiago Elementary School includes a focus on skills for life: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, assessing and analyzing information, and curiosity and imagination.

To increase expectations, Santiago will:

1. Say, "I believe you can."
2. Allow for adequate wait time to show we expect you to answer.

To provide the needed supports, Santiago will:

1. Extra help is regularly provided to all students in a non-threatening way.
2. Opportunities for review and individualized support are built into the lesson.
3. Individual or small group instruction for students who do not master material. Ideally, this occurs during the regular school day.

To provide opportunities for each student to demonstrate learning at high levels, Santiago will:

1. Place an emphasis on when teachers ask questions, all students are asked to respond through pair/share, interactive white boards, or some other form of response.
2. Include tests with a wide range of types of questions, or allow students to show their understanding through creative projects.
3. Give students multiple opportunities to demonstrate understanding through reworking missed questions of a test for partial credit.

The Advancement Via Individualized Determination (AVID) program will become a key part in achieving our mission. We envision becoming a certified AVID school to support the college and career efforts of all our students.

Together we stand as a community of life long learners.

Seek, Strive, Soar

Howard Johnston, PRINCIPAL

## 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 430 students.

For the 2015-2016 school year we have 165 English Language Learners (38%), 242 Socioeconomically Disadvantaged students (46%) and 43 students with disabilities (10%). 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 are assessed and may participate in our Read 180/System 44 literacy intervention program, if warranted. Students still in the process of acquiring English receive 30 minutes of English Development instruction. Our EL Intervention teacher addresses the needs for our ELD 1s, 2s, and newcomers in small group

instruction, as well. 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. Santiago 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.

## **Description of Barriers and Related School Goals**

The top way to increase student achievement involves increasing teacher quality. One of the largest barriers we are facing is the amount of hours for professional development. With the lack of sufficient numbers of substitutes and funding, professional development hours are significantly less than needed to improve teacher effectiveness.

Other Barriers to School Goals:

- Students with excessive absences and tardies
- Parents with limited English who struggle with helping their students
- Class size challenges (32:1 at grades 1, 2, 3 and 35:1 at grades 4, 5 and 6)
- Sporadic and sometimes limited involvement by some parents due to home, family, culture, educational background and work considerations. Student mobility is also a factor in the achievement of some students.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	65	64	98.5	64	2430.5	23	33	16	28
Grade 4	67	65	97.0	65	2454.4	22	18	25	35
Grade 5	84	84	100.0	84	2491.5	8	46	17	29
Grade 6	61	61	100.0	61	2524.1	16	36	26	21
All Grades	277	274	98.9	274		17	34	20	28

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	39	34	20	56	23	25	64	11	25	48	27
Grade 4	14	46	40	20	51	28	11	72	17	25	57	18
Grade 5	15	50	35	19	51	30	11	69	20	27	61	12
Grade 6	15	52	33	25	57	18	20	62	18	23	57	20
All Grades	18	47	35	21	54	25	16	67	17	25	56	19

#### Conclusions based on this data:

1. Approximately half of our student population was proficient on the ELA portion of the CAASPP.
2. The Reading Claim had the lowest percentage of students proficient (65%).
3. Overall, fourth grade students struggled the most, especially in reading.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	65	64	98.5	64	<b>2423.9</b>	13	30	34	23
Grade 4	67	66	98.5	66	<b>2449.3</b>	11	15	47	27
Grade 5	84	84	100.0	84	<b>2485.2</b>	17	11	31	42
Grade 6	61	61	100.0	61	<b>2496.5</b>	15	18	26	41
All Grades	277	275	99.3	275		14	18	35	34

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	20	38	42	25	42	33	22	66	13
Grade 4	17	24	59	14	44	42	14	45	41
Grade 5	18	29	54	14	37	49	17	54	30
Grade 6	21	28	51	16	44	39	13	59	28
All Grades	19	29	52	17	41	41	16	56	28

#### Conclusions based on this data:

1. Only 32% of our students were proficient on the Mathematics CAASPP assessment, with 5th and 6th struggling the most.
2. Concepts and Procedures is an area of concern with 52% not proficient.
3. Overall, third grade had the highest percentage of proficient students with 43%.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			2	29	3	43	1	14	1	14	7
<b>1</b>	2	8	7	28	11	44	2	8	3	12	25
<b>2</b>	1	4	8	30	12	44	6	22			27
<b>3</b>	4	17	5	22	11	48	3	13			23
<b>4</b>	2	10	8	38	9	43	2	10			21
<b>5</b>	10	42	8	33	6	25					24
<b>6</b>	2	11	7	39	8	44			1	6	18
<b>Total</b>	21	14	45	31	60	41	14	10	5	3	145

#### 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

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>			2	7	9	33	6	22	10	37	27
<b>1</b>	2	8	7	28	11	44	2	8	3	12	25
<b>2</b>	1	4	8	30	12	44	6	22			27
<b>3</b>	4	17	5	22	11	48	3	13			23
<b>4</b>	2	9	8	35	9	39	2	9	2	9	23
<b>5</b>	10	42	8	33	6	25					24
<b>6</b>	2	11	7	39	8	44			1	6	18
<b>Total</b>	21	13	45	27	66	40	19	11	16	10	167

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	144	140	145
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	144	140	145
Number Met	84	100	93
Percent Met	58.3%	71.4%	64.1%
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	154	33	129	41	123	43
Number Met	43	13	46	24	32	27
Percent Met	27.9%	39.4%	35.7%	58.5%	26.0%	62.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	No	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	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		
	2012-13	2013-14	2014-15
Number of Annual Testers	3,826	3804	4024
Percent with Prior Year Data	100.0	100.0	
Number in Cohort	3,825	3804	4023
Number Met	2,268	2382	2596
Percent Met	59.3	62.6	64.5
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	2,882	1,564	2885	1616	2947	1644
Number Met	772	883	798	935	864	1013
Percent Met	26.8	56.5	27.7	57.9	29.3	61.6
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	99
Met Percent Proficient or Above	No	No	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
<b>Met Target for AMAO 3</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 2015-16 school year which align with SVUSD LCAP goals and reflect identified areas of growth for Santiago Elementary 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 Non-Fiction Reading will increase from 32.1 % to 59.3 % by June 2016 as measured by iRead for K-2 and SRI for 3-6 administered in June 2016.	
<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 Reading will increase from 12.7 % to 30.7 % by June 2016 as measured by iRead for K-2 and SRI for 3-6 administered in June 2016.
Y >29	Percentage of socioeconomically disadvantaged students scoring proficient or higher in Non-Fiction Reading will increase from 22.6 % to 42.0 % by June 2016 as measured by Writing performance tasks administered in June 2016.
Y >29	Percentage of students with disabilities scoring proficient or higher in Non-Fiction Reading will increase from 22.7 % to 31.8 % by June 2016 as measured by iRead for K-2 and SRI for 3-6 administered in June 2016.
N >14	Percentage of foster youth scoring proficient or higher in will increase from % to % by June 2016 as measured by administered in June 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. Core Instructional Program - Tier I</p> <p>A1. Through grade level collaboration, all teachers at Santiago Elementary will use the Common Core State Standards and English Language Development Standards as aligned to content standards, district adopted pacing guides, and district curriculum materials as a base for their planning.</p>	Sept. 2015-June, 2016	All Staff	1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.			
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	2,679.00
				4000-4999: Books And Supplies	LCFF - Base	1,210.00
<p>A2. Grade level collaboration and staff development will have all teachers implementing Thinking Maps, Advancement Via Individual Determination (AVID) strategies and English learner strategies. Content and language objectives will be emphasized and used as a learning tool for students to ensure student understanding of the purpose of the learning. Teachers will use the Gradual Release of Responsibility Model in their daily instruction to strengthen the instructional delivery toward student independence.</p>	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Release days for grade level planning with Instructional Coach, EL Intervention teacher, and/or administration to develop small group instructional lessons, AVID strategy lessons, and Designated ELD lessons	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	802.00
			2. Literature for developing instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	1600.00
			4. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
A3. Language objectives and sentence frames will be implemented to ensure that English Learners are provided the opportunities to maximize their language development.	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A4. English Learners will receive a minimum of 30 minutes of English Language Development each day to increase language skills to achieve the English Language Development Standards.	Sept. 2015-June, 2016	General Education Teachers, EL Intervention Teacher, Administrator	1. Literature for developing instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	205.00
			2. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
			3. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
A5. Teachers will participate in professional development cycles (Data Teams) to research best practices that are aligned to the Common Core in Reading/Language Arts - specifically looking at close reading, guided reading, text dependent questioning, writing, strategies and tools such as Thinking Maps, and listening and speaking strategies.	Sept. 2015-June, 2016	All Staff	1. Release days to provide teachers with time to assess students who are below grade level standards to determine interventions and small group instruction needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1002.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Release days for grade level planning with Instructional Coach, EL Intervention teacher, and/or administration to develop small group instructional lessons, AVID strategy lessons, and Designated ELD lessons	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	802.00
			3. Literature for developing instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			4. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
A6. Professional development opportunities for teachers and coach will be provided to attend conferences related to Reading/Language Arts to learn best practices for closing the achievement gap. New learning will be shared at grade level collaboration and staff meetings to increase the knowledge and skills of all teachers.	Sept. 2015-June, 2016	All Staff	1. Conferences and/or release days to learn and observe improved instructional pedagogy where proven research-based practices are in effect.	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1000.00
				5000-5999: Services And Other Operating Expenditures	Title III	403.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Extra Duty and/or Sub Pay for EL Intervention Teacher, Title I Intervention Teacher, General Education Teachers, and Instructional Coach to participate in conferences and professional development meetings.	1000-1999: Certificated Personnel Salaries	Title III	401.00
A7. Increase access to updated books provided to students through our library services.	Sept. 2015-June, 2016	Administrator, Librarian	1. Library Books	4000-4999: Books And Supplies	Title I	2500.00
A8. Students and teachers will use technology to support student learning in small group or whole class settings as appropriate.	Sept. 2015-June, 2016	All Staff	1. Purchase, repair, use, and instruction of technology related to instruction. This includes SMART boards, laptops, computers, Chromebooks, iPad's, iPod's, and all technology devices or other software/hardware related items needed to achieve our goal in literacy.	4000-4999: Books And Supplies	Title I	24806.00
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B. Small Group Interventions - Tier II</p> <p>B1. Teachers will continue to provide differentiated instruction in a small group setting for students who are not meeting proficiency. Teacher collaboration will continue to focus on student data every month (Data Teams) to monitor and adjust the skill based groups. The use of leveled reading materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language use aligned to skills. EL Support personnel infused into the classes where students are not meeting proficiency to support students and teachers in developing small group instruction.</p>	Sept. 2015-June, 2016	Title I Teacher: Read 180/System 44, Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Release days to provide teachers with time to assess students who are below grade level standards to determine interventions and small group instruction needed.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1002.50
			2. Release days for grade level planning with Instructional Coach, EL Intervention teacher, and/or administration to develop small group instructional lessons, AVID strategy lessons, and Designated ELD lessons.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	802.00
			3. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
			4. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	6546.24
			5. Grade Level text for guided reading, shared reading and independent reading including materials to store text.	4000-4999: Books And Supplies	Title I	16,300.00
B2. Supplemental materials such as Scholastic News, iRead, Read Naturally, Reading A-Z, and leveled readers will be used as necessary in order to provide identified students	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	2. Subscription licenses to support guided reading, shared reading and independent reading.	5000-5999: Services And Other Operating Expenditures	Title I	4040.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
with appropriate leveled curriculum. Assessments such as iRead, SRI, and Fountas and Pinnell will be monitored by teachers ensuring students have reading goals that they are meeting throughout the school year.			3. Read Naturally to support students in need of fluency development.	4000-4999: Books And Supplies	Title I	2200.00
			4. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	412.00
B3. Teachers will provide small group scaffolded instruction in reading for identified students who are not proficient in necessary grade level skills. Grade level collaboration will be used to develop the scaffolded instruction.	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Literature for developing instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B4. Grade level teams will provide targeted intervention strategies in the area of work completion, time on task, and organization using Advancement Via Individual Determination program (AVID) or other research-based programs to assist students in their progress toward meeting proficiency levels.	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
B5. Students will be identified through grade level Data Teams then referred for further support and intervention based on recommendation of our Student Success Team.	Sept. 2015-June, 2016	Title I Teacher: Read 180/System 44, Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.24
			2. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	6,547.28
			3. Extended Learning Time	1000-1999: Certificated Personnel Salaries	Title III	2516.00
B6. English Learners will be provided with small group instruction by general education and intervention teachers for additional learning time of skills.	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Literature for developing instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			3. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
B7. Students will use technology to support their learning in small group settings when appropriate.	Sept. 2015-June, 2016	Title I Teacher: Read 180/System 44, Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			2. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	6546.24
			3. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>C. Intensive Individual Interventions - Tier III (in addition to Tier I and II strategies)</p> <p>C1. General Education and Intervention teachers will provide one on one time with intensive students in reading/language arts as identified through Fountas and Pinnell assessments.</p>	Sept. 2015-June, 2016	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			2. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
			3. Literature for developing Tier III instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
C2. Intervention and/or RSP teacher provides students with support in System 44, Read180, Read Naturally, and other research-based intervention programs designed to increase student proficiency in targeted area of concern based on Fountas and Pinnell assessments.	Sept. 2015-June, 2016	Title I Teacher: Read 180/System 44, EL Intervention Teacher, RSP Teacher, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Literature for developing Tier III instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			3. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	6546.24
			4. EL intervention teacher will provide English language development for kindergarten, first grade, ELD 1s, ELD 2s, and newcomers.	1000-1999: Certificated Personnel Salaries	Title I	1577.22
C3. Resource teacher provides specialized instruction for identified students.	Sept. 2015-June, 2016	RSP Teacher	1. Literature for developing instructional supports for coach and teachers related to reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	206.00
			2. Materials and supplies for RSP teacher needed to support increased student proficiency in reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	250.00

## 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 2015-16 school year which align with SVUSD LCAP goals and reflect identified areas of growth for 452 School students.

<b>SUBJECT: Mathematics</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>		
Percentage of all students scoring proficient or higher in Mathematical Comprehension will increase from 4.4% to 44.4% by June 3, 2016 as measured by Core Curriculum pre/post grade level assessments administered in Spring 2016.		
<b>Goals for Significant Subgroups Y= Significant N = Not Significant</b>		
Y >29	<b>EL</b>	Percentage of all students scoring proficient or higher in Mathematical Comprehension will increase from 2.4% to 26.5% by June 3, 2016 as measured by Core Curriculum pre/post grade level assessments administered in Spring 2016.
Y >29	<b>SED</b>	Percentage of all students scoring proficient or higher in Mathematical Comprehension will increase from 3.0% to 33.9% by June 3, 2016 as measured by Core Curriculum pre/post grade level assessments administered in Spring 2016.
Y >29	<b>SWD</b>	Percentage of all students scoring proficient or higher in Mathematical Comprehension will increase from 6.8% to 34.1% by June 3, 2016 as measured by Core Curriculum pre/post grade level assessments administered in Spring 2016.

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
<p>A. Core Instructional Program - Tier I</p> <p>A1. All teachers will utilize the core curriculum, including technology elements, to implement a balanced instructional approach in teaching mathematical concepts. Students will be involved in activities that support the conceptual development, procedural, and problem solving skills to become successful in mathematical comprehension.</p>	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	<p>1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.</p> <p>2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.</p>	4000-4999: Books And Supplies	Title I	206.00
<p>A2. Grade level collaboration and staff development will have all teachers implementing Thinking Maps, Advancement Via Individual Determination (AVID) strategies and English learner strategies to support mathematical concepts and procedures.. Content and language objectives will be emphasized and used as a learning tool for students to ensure student understanding of the purpose of the learning. Teachers will use the Gradual Release of Responsibility Model in their daily instruction to strengthen the instructional delivery toward student independence.</p>	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	<p>1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.</p> <p>2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.</p>	4000-4999: Books And Supplies	Title I	206.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3. Release days for grade level planning with Instructional Coach, EL Intervention teacher, and/or administration to develop small group instructional lessons, AVID strategy lessons, and Integrated ELD lessons for mathematics.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	802.00
A3. Language objectives and sentence frames will be implemented to ensure that English Learners are provided the opportunities to maximize their language development as it pertains to mathematics.	Sept. 2015-June, 2016	General Education Teacher, EL Intervention Teacher, Instructional Coach, Administrator	1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.  2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics for English language learners.	4000-4999: Books And Supplies	Title I	206.00
A4. Teachers will participate in professional development cycles (Data Teams) to research best practices that are aligned to the Common Core in Mathematics - specifically looking at critical thinking skills in math problem solving and being able to represent mathematical problems in multiple ways.	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.	4000-4999: Books And Supplies	Title I	206.00
			3. Literature for developing instructional supports for coach and teachers related to mathematics.	4000-4999: Books And Supplies	Title I	206.00
B. Small Group Interventions - Tier II  B1. Small group instruction or re-teaching with teacher.	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.			
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.	4000-4999: Books And Supplies	Title I	206.00
B2. Teachers will meet collaboratively to discuss specific students or groups of students not yet proficient and research and develop intervention lessons to address these needs.	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.	4000-4999: Books And Supplies	Title I	206.00
			3. Release days for grade level planning with Instructional Coach, EL Intervention teacher, and/or administration to develop small group instructional lessons, AVID strategy lessons, and Integrated ELD lessons for mathematics.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	802.00
<p>C. Intensive Individual Interventions - Tier III (in addition to Tier I and II strategies)</p> <p>C1. Teachers will conference one on one with students to provide support in the "we do" component of the gradual release of responsibility model to ensure student has grasped the concepts of the standards being addressed.</p>	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	<p>1. Instructional Coach will work with teachers on incorporating strategies into the language arts program to ensure that all students meet mastery of language arts standards.</p> <p>2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.</p>	4000-4999: Books And Supplies	Title I	206.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C2. Resource teacher provides specialized instruction for identified students.	Sept. 2015-June, 2016	RSP Teacher	1. Materials and supplies for RSP teacher needed to support increased student proficiency in Mathematics.	4000-4999: Books And Supplies	Title I	206.00
			2. Literature for developing instructional supports for coach and teachers related to mathematics.	4000-4999: Books And Supplies	Title I	206.00

## 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 2015-16 school year which align with SVUSD LCAP goals and reflect identified areas of growth for Santiago Elementary 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 16, 2016 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 16, 2016 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
A1. Four English Language Advisory Committee (ELAC) meetings	Sept. 2015-June, 2016	Parent Advocates, Administrator	1. Santiago's parent advocate and community liaison will plan and hold four ELAC meeting throughout the school year with assistance from the principal. 2. An ELAC information page will be added to school website.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)																							
			Description	Type	Funding Source	Amount																				
A2. At least two School Site Council meetings throughout the 2014-2015 school year	Sept. 2015-June, 2016	Parents, Administrator, Teachers	<p>1. Stakeholders will study student test scores, district assessments, and parent surveys in order to make informed decisions on our school's overall direction.</p> <p>2. School Site Council will have an information page on school website to include things such as agendas, minutes, school data, and the Single Plan for Student Achievement.</p>																							
A3. All grade levels will participate in the Advancement Via Individual Determination (AVID) program.	Sept. 2015-June, 2016	Parents, Administrator, Students, Teachers	<table border="0"> <tr> <td>1. Teachers and administrator will attend AVID training in June 2016. Santiago is continuing to work on becoming an AVID Elementary certified school. (LCAP AVID Funds)</td> <td>5000-5999: Services And Other Operating Expenditures</td> <td>LCFF - Base</td> <td>3,000.00</td> </tr> <tr> <td></td> <td>5000-5999: Services And Other Operating Expenditures</td> <td>LCFF - Supplemental</td> <td>620.00</td> </tr> <tr> <td>2. Planning to train certificated staff at monthly staff meetings in AVID principles and instructional approaches in order to become an AVID certified school.</td> <td>1000-1999: Certificated Personnel Salaries</td> <td>LCFF - Supplemental</td> <td>1,095.00</td> </tr> <tr> <td></td> <td>1000-1999: Certificated Personnel Salaries</td> <td>Title I</td> <td>108.00</td> </tr> <tr> <td>3. Materials to support AVID instruction.</td> <td>4000-4999: Books And Supplies</td> <td>Title I</td> <td>1,000.00</td> </tr> </table>				1. Teachers and administrator will attend AVID training in June 2016. Santiago is continuing to work on becoming an AVID Elementary certified school. (LCAP AVID Funds)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000.00		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	620.00	2. Planning to train certificated staff at monthly staff meetings in AVID principles and instructional approaches in order to become an AVID certified school.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,095.00		1000-1999: Certificated Personnel Salaries	Title I	108.00	3. Materials to support AVID instruction.	4000-4999: Books And Supplies	Title I	1,000.00
1. Teachers and administrator will attend AVID training in June 2016. Santiago is continuing to work on becoming an AVID Elementary certified school. (LCAP AVID Funds)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000.00																							
	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	620.00																							
2. Planning to train certificated staff at monthly staff meetings in AVID principles and instructional approaches in order to become an AVID certified school.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,095.00																							
	1000-1999: Certificated Personnel Salaries	Title I	108.00																							
3. Materials to support AVID instruction.	4000-4999: Books And Supplies	Title I	1,000.00																							

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4. Yearly License AVID Fee (LCAP AVID Fund)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,590.00
A4. Parent Educational AVID Night	Sept. 2015-June, 2016	Parents, Student, Teachers, Administrator	1. Teachers, Bilingual Parent Advocate, along with the Santiago principal, will plan a Parent Education Night centering around the implementation of AVID.  2. Materials and supplies for coach, classroom teachers, and administrator needed to develop and deliver an AVID Parent Night.	1000-1999: Certificated Personnel Salaries  4000-4999: Books And Supplies	Title I Part A: Parent Involvement  Title I Part A: Parent Involvement	594.00  250.00
A5. Develop a School-wide Positive Behavior Intervention Support System (PBIS) including a positive behavior matrix, school-wide consequence system, and a behavior tracking system. Monthly Character Counts Awards Assemblies, Trimester Honor Roll Assemblies, Anti-Bullying Assemblies.	Sept. 2015-June, 2016	Teachers, Administrator, Instructional Coach	1. Each month share data with staff to determine areas of concern.  2. Materials and supplies for coach, classroom teachers, and administrator needed to support increased student engagement, behavior and academic excellence through our PBIS plan.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	206.00
A6. Develop and maintain new bilingual website and Twitter account to increase school-student-parent communication and involvement.	Sept. 2015-June, 2016	Teachers, Administrator, Bilingual Parent Advocate, Instructional Coach,	1. Research online website editors to subscribe to yearly.  2. Train staff in new website editor.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3. Assign, build and update sections of the website (grade level, administrator, clerk, instructional coach, Bilingual Parent Advocate, ELAC and PTA representative). 5. Subscription to website.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	350.00
A7. Develop monthly signage for school display case and other forms for sharing upcoming events, prior events, monthly awards, and/or motivational signage representing our school's mission and vision.	Sept. 2015-June, 2016	Administrator, Clerk, Teachers, Parents, Bilingual Parent Advocate, Instructional Coach	1. Materials and supplies needed to support the development and maintenance of our school signage.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	100.00
A8. Develop and deliver monthly parent workshops to increase parent involvement and parents knowledge in supporting their childrens' academics.	Sept. 2015-June, 2016	Administrator, Instructional Coach, Bilingual Parent Advocate, EL Intervention Teacher, General Education Teachers	1. Materials and supplies needed to support the development of parent workshops.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	290.00



## 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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	LCFF - Base	1,210.00
5000-5999: Services And Other Operating	LCFF - Base	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,110.00
5000-5999: Services And Other Operating	LCFF - Supplemental	3,210.00
1000-1999: Certificated Personnel Salaries	Title I	40,489.00
4000-4999: Books And Supplies	Title I	57,758.00
5000-5999: Services And Other Operating	Title I	4,040.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	594.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	846.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	350.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,917.00
5000-5999: Services And Other Operating	Title III	403.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
LCFF - Base	4,210.00
LCFF - Supplemental	10,320.00
Title I	102,287.00
Title I Part A: Parent Involvement	1,790.00
Title II Part A: Improving Teacher Quality	1,000.00
Title III	3,320.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	51,110.00
4000-4999: Books And Supplies	59,814.00
5000-5999: Services And Other Operating Expenditures	12,003.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	109,060.00
<b>Goal 2</b>	3,664.00
<b>Goal 3</b>	10,203.00

## 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
Howard Johnston	X				
Sharon Bouas		X			
Carrie Sappenfield		X			
Melissa Patt		X			
Linda Kennedy			X		
Debbie Cain				X	
Melissa Wright				X	
Jessica Mullen				X	
Harris Khan				X	
Andrea Paz				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 November 9, 2015.

Attested:

Howard Johnston

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

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

\_\_\_\_\_  
Date

Harris Khan

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

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

\_\_\_\_\_  
Date