

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:

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 15, 2016.

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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, creative and kind 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" and focus on a Growth Mindset for all students.
2. Allow for adequate wait time to show we expect you to answer.

To provide the needed supports, Santiago will:

1. Provide research-based assessments in Language Arts and Mathematics to support teachers in increasing the effectiveness of their instruction and to chart growth patterns in all student.
2. Provide extra help regularly to all students in a non-threatening way.
3. Provide opportunities for review and individualized support built into the lesson.
4. Provide 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 is a key part in achieving our mission. As a certified AVID school, we support the college and career efforts of all our students.

Together we stand as a community of life long learners.

We are Intelligent. We are Creative. We are Kind. We are Santiago Elementary.

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 400 students.

For the 2015-2016 school year we have 161 English Language Learners (40%), 163 Socioeconomically Disadvantaged students (41%) and 40 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 a minimum of 30 minutes of English Development instruction daily. Our EL Intervention teacher addresses the needs for our ELD 1s, 2s, and newcomers in small group instruction, as well. 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).

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.

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
- Meet the Masters
- Music, Instrumental and Performing Arts (Grades 4-6)
- Use of Chromebooks, iPads, iPods, and SmartBoards in every classroom
- AVID
- Growth Mindset
- Read Naturally
- Learning A-Z
- Fountas & Pinnell Running Records
- Scholastic Leveled Readers
- ST Math
- Thinking Maps

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 (EL Intervention and Read180 Teacher)
- Orange County Mental Health

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.

SPSA Evaluation

Plan Implementation

- 1) Identify strategies in the current SPSA that were fully implemented as described in the plan.

- 2) Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - a) What specific actions related to those strategies were eliminated or modified during the year?
 - b) Identify barriers to full or timely implementation of the strategies identified above.
 - c) What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - d) What impact did the lack of full or timely implementation of these strategies have on student outcomes?

Strategies and Activities

- 1) Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- 2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - a) Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

- b) Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Other:

Involvement/Governance

- 1) How was the SSC involved in development of the plan?

- 2) How was the plan monitored during the school year?

- 3) What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- 1) Identify any goals in the current SPSA that were met.

- 2) Identify any goals in the current SPSA that not met, or were only partially met.
 - a. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- 3) Based on this information, what might be some recommendations for future steps to meet this goal?

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 LCAP goals and have established the following measurable site goals for the current school year which align with SVUSD LCAP goals and reflect identified areas of growth for Santiago Elementary School students.

LCAP GOAL:		
SITE GOAL #1:		
Santiago will increase the percentage of all students proficient or higher in Reading from 39.6% to 60% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.		
Goals for Significant Subgroups Y= Significant N = Not Significant		
Y >29	EL	Santiago will increase the percentage of all EL students proficient or higher in Reading from 18% to 40% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.
Y >29	SED	Santiago will increase the percentage of all SED students proficient or higher in Reading from 25% to 45% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.
Y >29	SWD	Santiago will increase the percentage of all students with disabilities proficient or higher in Reading from 29% to 35% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.
DATA ANALYSIS		
What Data Did You Use To Form This Goal?	What Were The Findings From The Analysis Of This Data?	How Will The School Evaluate The Progress Of This 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. 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 to expand and support 21st Century teaching and learning.</p>	Sept. 2016-June, 2017	All Staff	<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. (Centralized Services)</p> <p>2. Materials, books and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development throughout all curricular areas.</p>	None Specified 4000-4999: Books And Supplies	Title I	506.40
<p>A2. Grade level collaboration and staff development will have all teachers implementing Thinking Maps, Advancement Via Individual Determination (AVID) strategies, English learner strategies, Foundational Skills, along with a Balanced Literacy approach. 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. 2016-June, 2017	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	<p>1. Release days for grade level training and planning with Instructional Coach, EL Intervention teacher, and/or administration to develop small group instructional lessons, AVID strategy lessons, and Designated ELD lessons</p>	1000-1999: Certificated Personnel Salaries	LCFF - Base	1791.00

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 reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	500.00
			3. 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. (Centralized Services)	None Specified		
A3. 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 with an emphasis on Academic Vocabulary in all subject matters.	Sept. 2016-June, 2017	General Education Teachers, EL Intervention Teacher, Administrator	1. EL intervention teacher will provide English language development for any grade, ELD 1s, ELD 2s, and newcomers. (50% funded through Centralized Services)	1000-1999: Certificated Personnel Salaries	Title I	3449.19
				3000-3999: Employee Benefits	Title I	538.00

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 reading/language arts and English language development.	4000-4999: Books And Supplies	Title I	500.00
			3. 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. (Centralized Services)	None Specified		
A4. Teachers will participate in (Data Teams) cycles to research best practices that are aligned to the Common Core in Reading/Language Arts focusing on claims, evidence and reasoning - specifically looking at Close Reading, Guided Reading, text dependent questioning, writing, strategies and tools such as Thinking Maps, and listening and speaking strategies.	Sept. 2016-June, 2017	All Staff	1. Release days to provide teachers with training and 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	2550.00

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 training and 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	2550.00
			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	500.00
			4. 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. (Centralized Services)	None Specified		
			5. Grade Level text for guided reading, shared reading and independent reading including materials to store text.	4000-4999: Books And Supplies	Title I	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A5. 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. 2016-June, 2017	All Staff	1. Conferences to learn and observe improved instructional pedagogy where proven research-based practices are in effect.	5000-5999: Services And Other Operating Expenditures	Title I	500.00
			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 I	6600.00
			3. 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. (Centralized Services)	3000-3999: Employee Benefits	Title I	1300.00
				None Specified		
A6. Increase access to updated books provided to students through our library services.	Sept. 2016-June, 2017	Administrator, Librarian	1. Purchase and repair library books.	4000-4999: Books And Supplies	Title I	2500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A7. Students and teachers will use technology to support student learning in small group or whole class settings as appropriate.	Sept. 2016-June, 2017	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	35500.00
			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	692.00
			3. Instructional Coach will work with teachers on incorporating technology skills into the language arts program to ensure that all students meet mastery of language arts standards. (Centralized Services)	None Specified		

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. 2016-June, 2017	Title I Teacher: Read 180/System 44, Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Release days for assessments scoring, grade level training, and 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	Title II Part A: Improving Teacher Quality	1000.00
			2. EL intervention teacher will provide English language development for any grade, ELD 1s, ELD 2s, and newcomers. (50% funded through Centralized Services)	1000-1999: Certificated Personnel Salaries	Title I	3449.19
				3000-3999: Employee Benefits	Title I	538.00
			3. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	7985.00
				3000-3999: Employee Benefits	Title I	1244.00
			4. 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. (Centralized Services)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			5. 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	500.00
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 with appropriate leveled curriculum. Assessments, such as NWEA, SRI, and Fountas and Pinnell will be monitored by teachers ensuring students have reading goals that they are meeting throughout the school year.	Sept. 2016-June, 2017	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Subscription licenses to support Guided Reading, Shared Reading, Independent Reading, and Academic Vocabulary.	5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
			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	500.00
			3. Instructional Coach will work with teachers on incorporating supplemental materials and assessments into the language arts program to ensure that all students meet mastery of language arts standards. (Centralized Services)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B3. Teachers will provide small group scaffolded instruction in reading for identified students who are not proficient in the necessary grade level skills. Grade level collaboration will be used to develop the scaffolded instruction.	Sept. 2016-June, 2017	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. 2. 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. (Centralized Services)	4000-4999: Books And Supplies None Specified	Title I	500.66
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. 2016-June, 2017	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	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Instructional Coach will work with teachers on incorporating intervention strategies into the language arts program to ensure that all students meet mastery of language arts standards. (Centralized Services)	None Specified		
B5. All students, include students in subgroups, will be identified through grade level Data Teams then referred for further support and intervention based on recommendation of our Student Success Team.	Sept. 2016-June, 2017	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 any grade, ELD 1s, ELD 2s, and newcomers. (50% funded through Centralized Services)	1000-1999: Certificated Personnel Salaries	Title I	3449.19
				3000-3999: Employee Benefits	Title I	538.00
			2. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	7985.00
				3000-3999: Employee Benefits	Title I	1244.00
			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	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4. Instructional Coach will support teachers within their Data Team Cycles to ensure that all students meet mastery of language arts standards. (Centralized Services)	None Specified		
<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. 2016-June, 2017	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	500.00
			2. EL intervention teacher will provide English language development for any grade, ELD 1s, ELD 2s, and newcomers. (50% funded through Centralized Services)	1000-1999: Certificated Personnel Salaries	Title I	3449.18
				3000-3999: Employee Benefits	Title I	538.00
			3. Instructional Coach will work with teachers on Tier III Interventions to ensure that all students meet mastery of language arts standards. (Centralized Services)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. 2016-June, 2017	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	500.00
			2. Title I Teacher: Read 180 / System 44	1000-1999: Certificated Personnel Salaries	Title I	7985.00
				3000-3999: Employee Benefits	Title I	1244.00
			3. EL intervention teacher will provide English language development for any grade, ELD 1s, ELD 2s, and newcomers. (50% funded through Centralized Services)	1000-1999: Certificated Personnel Salaries	Title I	3449.19
			3000-3999: Employee Benefits	Title I	538.00	

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 LCAP goals and have established the following measurable site goals for the current school year which align with SVUSD LCAP goals and reflect identified areas of growth for Santiago elementary School students.

LCAP GOAL:		
SITE GOAL #2:		
Santiago will increase the percentage of all students proficient or higher in Mathematics from 30.4% to 45% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.		
Goals for Significant Subgroups Y= Significant N = Not Significant		
Y >29	EL	Santiago will increase the percentage of all EL students proficient or higher in Mathematics from 11% to 30% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.
Y >29	SED	Santiago will increase the percentage of all SED students proficient or higher in Mathematics from 11% to 30% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.
Y >29	SWD	Santiago will increase the percentage of all students with disabilities proficient or higher in Mathematics from 24% to 30% in grades K-6 by June 2017 as measured by NWEA assessments administered in June 2017.
DATA ANALYSIS		
What Data Did You Use To Form This Goal?	What Were The Findings From The Analysis Of This Data?	How Will The School Evaluate The Progress Of This Goal?

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 math program to ensure that all students meet mastery of standards. (Centralized Services)</p> <p>2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.</p>	None Specified 4000-4999: Books And Supplies	Title I	500.00
<p>A2. Grade level collaboration and staff development will have all teachers implementing STEM, 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 students' 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 math program to ensure that all students meet mastery of standards. (Centralized Services)</p> <p>2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.</p>	None Specified 4000-4999: Books And Supplies	Title I	1500.00

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 - Base	1791.00
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 math program to ensure that all students meet mastery of standards. (Centralized Services) 2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics for English language learners.	None Specified 4000-4999: Books And Supplies	Title I	500.00
A4. Teachers will participate in (Data Teams) cycles to research best practices that are aligned to the Common Core in Mathematics - specifically looking at critical thinking skills in Problem Solving, Academic Vocabulary, 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 math program to ensure that all students meet mastery of standards. (Centralized Services)	None Specified		

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	500.00
B. Small Group Interventions - Tier II B1. Small group instruction or re-teaching with general education teacher.	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	1. Instructional Coach will work with teachers on incorporating strategies into the math program to ensure that all students meet mastery of standards. (Centralized Services) 2. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in Mathematics.	None Specified 4000-4999: Books And Supplies	Title I	500.00
B2. Teachers will meet collaboratively to discuss specific students or groups of students not yet proficient and research/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 math program to ensure that all students meet mastery of standards. (Centralized Services)	None Specified		

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	500.00
			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 Designated ELD lessons supporting mathematics.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2550.00
<p>C. Intensive Individual Interventions - Tier III (in addition to Tier I and II strategies)</p> <p>C1. Teachers will support students one on one to provide the "I do, we do" component of the gradual release of responsibility model to ensure students have grasped the concepts of the standards being addressed.</p>	Sept. 2015-June, 2016	General Education Teacher, Instructional Coach, Administrator	1. Instructional Coach will work with teachers on incorporating strategies into the math program to ensure that all students meet mastery of standards. (Centralized Services)	None Specified		
			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	500.00

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 LCAP goals and have established the following measurable site goals for the current school year which align with SVUSD LCAP goals and reflect identified areas of growth for Santiago Elementary School students.

LCAP GOAL:		
SITE GOAL #3:		
By June, 2017, Santiago Elementary will hold at least four School Site Council Meetings as measured by the submission of agendas and minutes, including the names of all in attendance at the meeting, for those meetings to the Assistant Superintendent of Educational Services.		
Goals for Significant Subgroups Y= Significant N = Not Significant		
>29	EL	By June, 2017, Santiago Elementary will hold at least four English Learner Advisory Committee Meetings as measured by the submission of agendas and minutes, including the names of all in attendance at the meeting, for those meetings to the Coordinator of Services for English Learners.
DATA ANALYSIS		
What Data Did You Use To Form This Goal?	What Were The Findings From The Analysis Of This Data?	How Will The School Evaluate The Progress Of This Goal?

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. 2016-June, 2017	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
			3. Bloomz will be used to inform English Learner parents of resources, workshops and events.			
A2. At least four School Site Council meetings throughout the 2016-2017 school year	Sept. 2016-June, 2017	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. 2016-June, 2017	Parents, Administrator, Students, Teachers	1. Yearly License AVID Fee (LCAP AVID Fund)	5000-5999: Services And Other Operating Expenditures	Other	2700.00
			2. Materials to support AVID instruction. (LCAP AVID Fund)	4000-4999: Books And Supplies	Other	510.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A4. Parent Educational Nights	Sept. 2016-June, 2017	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 and any other school instructional focus to increase parent involvement.	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1296.00
				3000-3999: Employee Benefits	Title I Part A: Parent Involvement	201.00
			2. Materials and supplies for coach, classroom teachers, and administrator needed to develop and deliver an AVID Parent Night.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	575.00
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. 2016-June, 2017	Teachers, Administrator, Instructional Coach	1. Each month share data with staff to determine areas of concern and design interventions lessons.			
			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	500.00
A6. Develop Career/College Field Trips for all grades to enhance our AVID program to encourage students to set goals for Careers and College.	Sept. 2016-June, 2017	Teachers, Administrator, Bilingual Parent Advocate, Instructional Coach	1. Buses for Field Trips	5000-5999: Services And Other Operating Expenditures	Title I	7000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A7. Develop and deliver monthly EL parent workshops to increase parent involvement and parents knowledge in supporting their childrens' academics.	Sept. 2016-June, 2017	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	250.00
A8. Campus Supervisors will supervise students during unstructured time while on campus to reduce incidents and increase student minutes in class for instruction.	Sept. 2016-June, 2017	Campus Supervisors	1. Add one campus supervisor to support goal of increased minutes in class for instruction and to reduce negative interactions for all students,	2000-2999: Classified Personnel Salaries	Title I	7308.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	3,582.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,650.00
4000-4999: Books And Supplies	Other	510.00
5000-5999: Services And Other Operating	Other	2,700.00
1000-1999: Certificated Personnel Salaries	Title I	47,800.94
2000-2999: Classified Personnel Salaries	Title I	7,308.00
3000-3999: Employee Benefits	Title I	7,722.00
4000-4999: Books And Supplies	Title I	50,449.06
5000-5999: Services And Other Operating	Title I	19,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,296.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	201.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	575.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	3,582.00
LCFF - Supplemental	7,650.00
Other	3,210.00
Title I	132,780.00
Title I Part A: Parent Involvement	2,072.00
Title II Part A: Improving Teacher Quality	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	61,328.94
2000-2999: Classified Personnel Salaries	7,308.00
3000-3999: Employee Benefits	7,923.00
4000-4999: Books And Supplies	51,534.06
5000-5999: Services And Other Operating Expenditures	22,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,113.00
Goal 2	8,841.00
Goal 3	20,340.00

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				
Sandra Whitesides		X			
Laura Escutia		X			
Michelle Blackmore		X			
Linda Kennedy			X		
Analia Hibbert				X	
Melissa Wright				X	
Cecilia Sanudo				X	
Andrea Paz- Trabattoni				X	
Vacancy					
Numbers of members of each category:	1	3	1	5	

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 4, 2016.

Attested:

Howard Johnston

Typed Name of School Principal

Signature of School Principal

Date

Howard Johnston

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

7. ESTIMATED CATEGORICAL FUNDING ALLOCATION

YEAR: 2016 - 2017

SCH/Santiago

566

Object	Description	566					
		3461	3808	3414	3707	3808	
		Title I	LCAP (sub)	Title IIA	LCAP Site Based	AVID	ALT SUPT
	Estimated New Award	128,197	7,650	1,000	3,582	3,210	17,459
	Prior Year Carry Over	3,845	0	0	0	0	
	Title I Parent Involvement	2,072	0	0	0	0	
less	Centralized Services						
less	12% Admin	13,377	0	0	0	0	
less	3% Indirect Cost	3,344	0	0	0	0	
	Amount to be allocated to obj codes	117,393	7,650	1,000	3,582	3,210	17,459
1110	Cert Sal Teacher Spec Prog	33,992					15,105
1115	Extra Duty Assignment Pay						
1130	Prof Growth Subs		6,615	840	3,045		
	subtotal	33,992	6,615	840	3,045	0	15,105
2110	Instructional Assist						
2115	Intr. Assistant. Extra Hours						
2260	Sch Comm Outreach Liason						
2410	Clerks						
2415	Clerical/extra hours						
2440	Substitute Clerical						
2930	Campus Supervision	7,308					
	subtotal	7,308	0	0	0	0	0
3000	Fringe Benefits	5,569	1,031	131	475		2,354
	subtotal	5,569	1,031	131	475	0	2,354
4210	Other Books						
4310	Instruct Supplies/under \$500	15,524	4	29	62	510	
4320	Software Instr/Offc Supplies						
4322	Technology Supplies	5,500					
4410	Non-Capital F&E / \$500-\$4,999						
4422	Tech Non-Capital Equip	30,000					
	subtotal	51,024	4	29	62	510	0
5210	Travel/Conference	500					
5310	Dues and Membership					2,700	
5220	Mileage Expense						
5630	Contr Services/Maintenance						
	subtotal	500	0	0	0	2,700	0
5711/5718	Print Shop Interprogram						
5712	Comp Repair-Labor (Dist)						
5713	Comp Repair-Parts (Dist)						
5714	Field Trips K-12 Interprogram	7,000					
	subtotal	7,000	0	0	0	0	0
5801	Contracted Services						
5809	Admission Fees						
5822	Licenses	12,000					
	subtotal	12,000	0	0	0	0	0
Total must match Amt. to be allocated		117,393	7,650	1,000	3,582	3,210	17,459

**Santiago School Site Council Meeting
November 4, 2016
2:45pm
Principal's Office**

Agenda

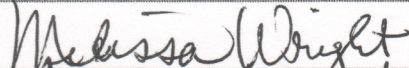

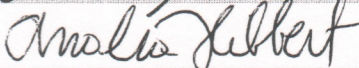
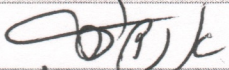

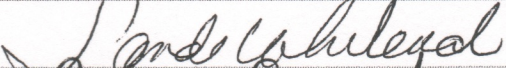


- 1. Call Meeting to Order**
- 2. Discussion of Single Plan for Student Achievement (SPSA)**
- 3. Approval of SPSA**
- 4. Discussion of Safe School Plan**
- 5. Approval of Safe School Plan**
- 6. Discussion of New Items**
- 7. Meeting Adjourned**

Santiago School Site Council

2016-2017

November 4, 2016

2:45pm

Name	Signature
Melissa Wright, parent	
Cecilia Sanudo, parent	
Analia Hibbert, parent	
, parent	
Andrea Paz-Trabattoni, parent	
Linda Kennedy, classified staff	
Sandra Whitesides, teacher	
Laura Escutia, teacher	
Michelle Blackmore, teacher	
Howard Johnston, principal	