

# 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:** October 4, 2017

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 October 12, 2017.**

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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 through developing skills related to claims, evidence and reasoning, increasing expectations, providing the needed supports, and creating opportunities for students to demonstrate their learning locally and globally.

We have two main goals:

1. To increase the number of students each year that show adequate growth in reading and mathematics to support learning in all domains.
2. To increase student engagement and parent involvement.

To that end, we are working hard to make Santiago the best elementary school Saddleback Valley has to offer. This year we are continuing with programs such as Benchmark Advance, Designated ELD, AVID and Growth Mindset, Read 180/System 44, EL/Title I Reading Intervention, Running Records and Guided Reading, College Field Trips and Career Day, The Nutcracker, Talent Show, Digital Citizenship, Thinking Maps, ST Math, Music Program for grades four through six, STEM, and the school-wide Second Step social-emotional curriculum. We will also be improving our 1 to 1 device program to ensure more individualized instruction and access to online materials. We have been working on improvements to our library through the development of The Learning Hub: a place for people of all ages and all interests to explore and debate ideas collaboratively, and creatively communicate those ideas on a local and global scale.

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 2016-2017 school year we had 162 English Language Learners (38%), 230 Socioeconomically Disadvantaged students (54%) and 35 students with disabilities (8%). Santiago offers support and assistance for at-risk children through federal Title I funds. Students in grades 4-6 not meeting grade level standards in English Language Arts 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.

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).

Most classes are located in permanent buildings and each classroom is provided with Smart Boards, speakers, a lapel microphone and a student microphone. All students in grades K-6 are provided with either a Chromebook or iPad.. 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 are in the process of developing The Learning HUB, a place where students read, research, collaborate, and present locally and globally.

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  
Music, Instrumental and Performing Arts (Grades 4-6)  
Use of Chromebooks, iPads, iPods, and SmartBoards in every classroom  
AVID  
Growth Mindset  
Read Naturally  
Fountas & Pinnell Running Records  
Scholastic Leveled Readers  
ST Math  
Thinking Maps  
Second Step Curriculum  
PBIS  
Yearly College Field Trips for grades 1-6 students and parents

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

Program Improvement Restructuring

Santiago Elementary is in Program Improvement. With the input from staff, the School Site Council, the English Language Advisory Committee, and Saddleback Valley Unified School district personnel, corrective action steps have been identified, addressed, and embedded in the Santiago Single School Plan for Student Achievement. The corrective actions include: The use of Data Making Decisions/Data Team protocols, AVID certification, support from an instructional, technology infused instruction, and Second Step, a social-emotional curriculum for all students.

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.

Goal 1: Designated ELD Instruction to develop language protocols, sentence frames, and collaborative conversations. Thinking Maps for oral and written communication and organizing thinking and learning. ELD Release Days for professional development. NWEA assessments in Language Arts were used for universal screener and progress monitoring. Read 180 / System 44 Intervention program. Fountas and Pinnell Running Records were used to determine and monitor growth of student reading level for small group instruction.

Goal 2: Technology Integration (ST Math, Google Classroom, one to one device program). NWEA assessments in Mathematics were used for universal screener and progress monitoring.

Goal 3: Bloomz communication app to reach our whole parent population. Career Day and College Field Trips were very effective in students to build their awareness and excitement in their life goals.

- 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.

Goal 1: Some supplemental programs (iRead, Read Naturally, and AVID) were not fully implemented in all classrooms. Our intervention system began implementation this year, but not fully implemented.

Goal 2: Language objectives were not consistent school-wide during mathematics instruction to support EL students.

Goal 3: PBIS was not fully implemented. Parents and staff believe we need a school-wide curriculum to support our students' social/emotional needs.

- a) What specific actions related to those strategies were eliminated or modified during the year?

iRead was eliminated.

- b) Identify barriers to full or timely implementation of the strategies identified above.

One barrier to improving our students' social/emotional needs was the lack of a systemic research-based curriculum for teachers.

- c) What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

We focused on monitoring student behaviors closely. Campus supervisors and teachers used Behavior Communication Forms to track each student issue throughout the year. Principal made every effort to not suspend students. Instead, counseling was provided by principal or counselor to address the needs of the students and parents were informed and involved in each resolution.

- d) What impact did the lack of full or timely implementation of these strategies have on student outcomes?

We did not meet Goal #1. Santiago was on track with NWEA assessments in January to reach End of the Year goal, but without a solid PBIS strategy with with a research-based curriculum, behaviors rose in the later part of the school year. Students were less likely to be engaged in academics.

### **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?

The use of NWEA assessments, particularly in K-2 were effective in improving students achievement. Parents and teachers were given detailed data sets showing specific skills in need of support. Reports provided individual activities to support the skills needed at home and in class. Teachers and parents were able to track progress often to determine if growth patterns were met and modify instruction, as needed.

Monthly ELD Professional Development Days to train teachers and develop plans for daily Designated ELD had a strong impact on our EL students. During principal walkthroughs, there was evidence of increased student engagement, improved collaborative conversations and effective use of Thinking Maps for speaking and writing.

Santiago's Instructional coach was vital to developing the monthly ELD Professional Development Day, as well as providing modeled lessons to teaching staff. Throughout the school year, implementation of work created at the ELD Days and guidance from modeled lessons was evident during walkthroughs.

- 2) Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Data Cycles..

School-wide Intervention Block.

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?

- X Lack of timely implementation
- Limited or ineffective professional development to support implementation
- X Lack of effective follow-up or coaching to support implementation
- X Not implemented with fidelity
- Not appropriately matched to student needs/student population
- Other:

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

- X Eliminating it from next year's plan
- Continuing it with the following modifications: Data Cycles will become part of our monthly staff meetings with all student data, goals, and instructional plans collected monthly. School-wide Intervention will be followed based on our new ELA/ELD curriculum and supported by general education teachers and intervention teachers in tandem.
- Other:

### Involvement/Governance

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

During our first two SSC meetings, the council read over the draft presented to them by the principal. There were discussions involving each goal, actions, and budget item. The council made recommendations to the principal which were included in the final SPSA and voted on by the council.

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

For goals one and two, NWEA's MAP and CPAA assessments in Language Arts and Math were given three times during the year with results being reviewed by the staff and council. Adjustment were made to instruction to continue adequate growth of students.

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

In addition to our four site council meetings, our SSC and ELAC board should be given ample opportunity to do walk throughs of classrooms during instructional hours.

### Outcomes

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

Goal Two and Three were met.

2) Identify any goals in the current SPSA that not met, or were only partially met.

Goal One was not met.

- a. List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Some supplemental programs (iRead, Read Naturally, and AVID) were not fully implemented in all classrooms. Our intervention system began implementation this year, but not fully implemented.





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

We are eliminating iRead as a supplemental program due to its ineffectiveness. We will use Benchmark Advance for ELA/ELD and intervention. Training will be provided to all teachers throughout the school year centered around assessments, lesson design, intervention strategies, and small group instruction. We will expand AVID to all classes and increase our Career and College Readiness program. The purchase and delivery of Second Step, a social-emotional curriculum, will provide support for our students struggling with strategies to cope and thrive in school and home.



## School and Student Performance Data

### Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		5	5
Mathematics (3-8)		5	5

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Status and Change Report

#### Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

#### Conclusions based on this data:


1.

## School and Student Performance Data







### Status and Change Report

#### Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		428	Low 0.9%	Declined -0.8%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		428	Low 0.9%	Declined -0.8%
English Learners		171	Low 0.6%	Declined Significantly -1.1%
Foster Youth		6	*	*
Homeless		31	Very Low 0%	Declined Significantly -7.1%
Socioeconomically Disadvantaged		239	Medium 1.7%	Declined Significantly -1.1%
Students with Disabilities		47	High 4.3%	Declined Significantly -3.3%
African American		8	*	*
American Indian		1	*	*
Asian		17	Very Low 0%	Maintained 0%
Filipino		18	Very Low 0%	Maintained 0%
Hispanic		248	Low 0.8%	Declined Significantly -1.5%
Two or More Races		15	Very Low 0%	Maintained 0%
White		111	Low 0.9%	Maintained +0.1%

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

**Conclusions based on this data:**


1.

## School and Student Performance Data





### Status and Change Report

#### English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		150	Medium 68.7%	Declined -3.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 0.6%	Declined Significantly -1.1%
English Learner Progress (1-12)		Medium 68.7%	Declined -3.4%
English Language Arts (3-8)		Low 61.1 points below level 3	Declined Significantly -30.6 points
Mathematics (3-8)		Low 88 points below level 3	Declined Significantly -18.3 points

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Status and Change Report

#### Graduation Rate




This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Status and Change Report

#### College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

College/Career

N/A

N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.


Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

#### Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:


1.

## School and Student Performance Data







### Status and Change Report

#### English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		235	Low 35.7 points below level 3	Declined Significantly -31.6 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		235	Low 35.7 points below level 3	Declined Significantly -31.6 points
English Learners		95	Low 61.1 points below level 3	Declined Significantly -30.6 points
Foster Youth		1	*	*
Homeless		12	Very Low 80.2 points below level 3	
Socioeconomically Disadvantaged		123	Low 62.5 points below level 3	Declined Significantly -32.8 points
Students with Disabilities		37	Very Low 100.9 points below level 3	Declined Significantly -38.2 points
African American		4	*	*
Asian		11	High 27.2 points above level 3	
Filipino		7	*	*
Hispanic		133	Low 58.6 points below level 3	Declined Significantly -33.1 points
Two or More Races		11	Medium 4.1 points below level 3	
White		66	Low 7.7 points below level 3	Declined Significantly -32.5 points

### Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.


Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	25	High 32.4 points above level 3	Declined -6.2 points
EL - English Learner Only	70	Very Low 94.5 points below level 3	Declined Significantly -36.2 points
English Only	131	Low 20.5 points below level 3	Declined Significantly -34.9 points

### ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

- 1.




## School and Student Performance Data







### Status and Change Report

#### Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		235	Low 63.5 points below level 3	Declined Significantly -26.3 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		235	Low 63.5 points below level 3	Declined Significantly -26.3 points
English Learners		95	Low 88 points below level 3	Declined Significantly -18.3 points
Foster Youth		1	*	*
Homeless		12	Very Low 119.5 points below level 3	
Socioeconomically Disadvantaged		123	Low 94.3 points below level 3	Declined Significantly -24.2 points
Students with Disabilities		37	Very Low 114.6 points below level 3	Declined Significantly -21.8 points
African American		4	*	*
Asian		11	High 19.9 points above level 3	
Filipino		7	*	*
Hispanic		133	Low 86.4 points below level 3	Declined Significantly -24 points
Two or More Races		11	Low 59.5 points below level 3	
White		66	Low 32.8 points below level 3	Declined Significantly -32.3 points

### Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.


Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	25	Medium 15.6 points below level 3	Maintained +0.4 points
EL - English Learner Only	70	Very Low 113.9 points below level 3	Declined Significantly -23.6 points
English Only	131	Low 46.8 points below level 3	Declined Significantly -32.5 points

### Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

- 1.

## School and Student Performance Data

### Detailed Report

#### Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	72.1%	68.7%
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The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	4.1 points below level 3	35.7 points below level 3
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Mathematics	37.2 points below level 3	63.5 points below level 3
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Assessment Performance Results for Grade 11		
Indicator	2016	2017

#### English Language Arts

#### Mathematics

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**Performance Levels:**  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Detailed Report

#### School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	1.7% (8)	0.9% (4)

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#### Conclusions based on this data:

1.

# School and Student Performance Data

## Detailed Report

### Academic Engagement

Graduation			
Indicator	2015	2016	2017

#### Graduation

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#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

**Performance Levels:** Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

### 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 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.

<b>LCAP GOAL:</b>
a. Goal 1: Improve student performance, progress and literacy in all content areas
<b>SITE GOAL #1:</b>
70% of students at Santiago Elementary will show adequate growth in Reading and Mathematics for the 2017-2018 school year as measured in grades K-6 by F&P Running Records and Benchmark Interim Assessment (for Reading) and District Math Performance Assessment #2 using baseline data from September 2017 (Reading) and March 2017 (Math). (THINK, KNOW, ACT)

Goals for Significant Subgroups Y= Significant N = Not Significant		
Y >29	<b>EL</b>	60% of EL students at Santiago Elementary will show adequate growth in Reading and Mathematics for the 2017-2018 school year as measured in grades K-6 by F&P Running Records and Benchmark Interim Assessment (for Reading) and District Math Performance Assessment #2 using baseline data from September 2017 (Reading) and March 2017 (Math).
Y >29	<b>SED</b>	60% of SED students at Santiago Elementary will show adequate growth in Reading and Mathematics for the 2017-2018 school year as measured in grades K-6 by F&P Running Records and Benchmark Interim Assessment (for Reading) and District Math Performance Assessment #2 using baseline data from September 2017 (Reading) and March 2017 (Math).
Y >29	<b>SWD</b>	60% of SWD students at Santiago Elementary will show adequate growth in Reading and Mathematics for the 2017-2018 school year as measured in grades K-6 by F&P Running Records and Benchmark Interim Assessment (for Reading) and District Math Performance Assessment #2 using baseline data from September 2017 (Reading) and March 2017 (Math).

**DATA ANALYSIS**

<p><b>What Data Did You Use To Form This Goal?</b> F &amp; P Running Records (9/2017), Benchmark Interim #1 (9/2017), and District Math Performance Task #2 (3/2017)</p>	<p><b>What Were The Findings From The Analysis Of This Data?</b> Santiago saw across our Running Record data, an increase in the percentage of students at grade level from grades one through five. There was a decrease in sixth grade. Looking at our Benchmark Interim data, students in Kindergarten were most successful with the average score of 54%. All other grades were averaging at 30-45%.  For the Math Performance Task, percent proficient ranged from 20.8% to 73.8%. Scores did not show a progression from Kindergarten to sixth grade. Instead, scores were very erratic throughout the grade levels.</p>	<p><b>How Will The School Evaluate The Progress Of This Goal?</b> 1. All students will be assessed using F &amp; P Running Records (June, 2018), Benchmark Interim #4, and 2017-2018 District Math Performance Task #2. 2. Walkthrough Observations by administration, leadership team, and School Site Council as to the integrity of Santiago's use of Intentional Lesson Design, Engaging Strategies, and Innovative Practices throughout language arts and Mathematics instruction.  We will monitor each individual student's growth pattern, as well as their level of proficiency.</p>
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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. ELA/ELD Core Instructional Program</p> <p>A1. All teachers at Santiago Elementary will use Common Core State Standards, English Language Development Standards, district adopted pacing guides, district curriculum materials, proven research-based strategies and programs, and engaging technology as a basis for their planning and delivery of ELA/ELD core instruction to expand and support 21st Century teaching and learning.</p> <p>Teachers will continue to provide differentiated instruction in a small group setting for all students based on their specific needs. The use of leveled reading materials in fiction and non fiction will provide scaffolded support.</p> <p>Content and language objectives and Thinking Maps will be emphasized and used as learning tools for students to ensure they understand:</p> <ol style="list-style-type: none"> <li>1. What they need to know.</li> <li>2. Why they need to know it.</li> <li>3. How they need to show it.</li> </ol> <p>Supplemental materials (Read Naturally, Raz-Kids, BrainPop, library books, and leveled readers will be used as necessary in order to provide identified students with appropriate leveled curriculum and independent work.</p> <p>Instructional Coach will support</p>	Sept. 2017-June 2019	All Staff	1. Purchase materials, books, supplies, and storage items 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.	4000-4999: Books And Supplies	Title I Part A: Allocation	4,050.00
			2. 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 Part A: Allocation	15,500
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,500.00
			3. Purchase subscription licenses to support Guided Reading, Shared Reading, Independent Reading, Academic Vocabulary and Comprehension.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Leadership Team in goals, planning professional development calendar, interpreting data, and modifying goals and actions as needed.			4. Instructional Coach will work with teachers on incorporating research-based strategies and technological skills, into the language arts program to ensure that all students meet mastery of language arts standards. (Centralized Services)	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	
			5. Purchase Library books	4000-4999: Books And Supplies	Title I Part A: Allocation	2,500.00
			6. Fund Instructional Coach to participate on School Site Leadership Team	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,750.00
			7. Purchase Television for Learning LAB Video Conferencing.	4000-4999: Books And Supplies	Donations	1,600.00
A2. ELA Assessments  Fountas and Pinnell Running Records, CORE Reading, and all Benchmark Advance assessments deemed necessary to monitor each student's adequate growth, or determine areas of need in reading will be used to support each teacher's ability to drive their instruction.	Sept. 2017-June 2019	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to develop a systemic assessment plan for all students at Santiago Elementary.  2. Instructional Coach will work with teachers on assessment delivery and analysis to improve instructional choices. (Centralized Services)	4000-4999: Books And Supplies  1000-1999: Certificated Personnel Salaries	Title I  District Funded	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	District Funded	
<p>A3. English Language Development</p> <p>English Learners will receive a minimum of 30 minutes of English Language Development each day, along with Integrated ELD to increase language skills and achieve the English Language Development Standards and become Redesignated by the end of sixth grade. EL Intervention will be provided for EL students, focusing on ELD 1s, 2s, and Newcomers.</p>	Sept. 2017-June 2019	General Education Teachers, EL Intervention Teacher, Administrator	1. Purchase EL Folders for each EL Student to track progress.	4000-4999: Books And Supplies	Title I Part A: Allocation	90.00
			2. Printing of EL Folders with Standards.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	50.00
			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 Part A: Allocation	500.00
			4. Instructional Coach will model for, and support, teachers on ELD instruction to ensure all English learners are Redesignated by the end of sixth grade. (Centralized Services)	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	
<p>A4. Professional Development (ELA/ELD)</p> <p>Professional development opportunities for teachers, coach, and administration will be provided for onsite training and to attend conferences related to Reading/Language Arts to learn best practices for closing the achievement</p>	Sept. 2017-June 2019	All Staff	1. Allocate funds for 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 Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
gap. New learning will be shared at grade level collaboration and staff meetings to increase the knowledge and skills of all teachers.			2. Extra Duty for EL Intervention Teacher, Title I Intervention Teacher, General Education Teachers, and Instructional Coach to participate in conferences and professional development meetings. (2 - Half Days)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5340.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	950.00
			3. Sub Pay for Teachers to attend Conferences on inclusive practices	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	500.00
			4. Conferences to develop inclusive practices.	5000-5999: Services And Other Operating Expenditures	LCAP - Base	600.00
			5. Books and materials to support inclusive practices	4000-4999: Books And Supplies	LCAP - Base	400.00
			6. 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	LCAP - Base	2,984.00
				1000-1999: Certificated Personnel Salaries	LCAP - Supplemental	5850.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B. Math Core Instructional Program</p> <p>B1. 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, fluency, and problem solving skills to become successful in mathematical comprehension.</p>	Sept. 2017-June 2019	All Staff	1. Instructional Coach will work with teachers on incorporating strategies into the mathematics program to ensure that all students meet mastery of mathematics standards. (Centralized Services)	1000-1999: Certificated Personnel Salaries	District Funded	
				3000-3999: Employee Benefits	District Funded	
			2. Purchase materials, books, supplies, and storage items for coach, classroom teachers, and intervention teachers needed to support increased student proficiency in mathematics and English language development throughout the mathematics curriculum.	4000-4999: Books And Supplies	Title I	1,000.00
			3. 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.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,570.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B2. Math Assessments</p> <p>District Performance Tasks, ST Math, and curriculum-based assessments deemed necessary to monitor each student's adequate growth, or determine areas of need in mathematics will be used to support each teacher's ability to drive their instruction.</p>	Sept. 2017-June 2019	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	<p>1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to develop a systemic assessment plan for all students at Santiago Elementary.</p> <p>2. Instructional Coach will work with teachers on assessment delivery and analysis to improve instructional choices. (Centralized Services)</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I Part A: Allocation</p> <p>District Funded</p> <p>District Funded</p>	250.00
<p>B3. English Language Development (Integrated)</p> <p>Language objectives, sentence frames, and a rich visual environment will be implemented to ensure that English Learners are provided the opportunities to maximize their language development as it pertains to mathematics.</p> <p>An emphasis on academic vocabulary strategies to assist English learners in attaining new mathematical concepts.</p>	Sept. 2017-June 2019	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	<p>1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support Integrated ELD throughout the mathematics curriculum.</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I Part A: Allocation</p>	500.00
<p>B4. Professional Development (Mathematics)</p> <p>Professional development opportunities for teachers, coach, and administration will be provided for onsite training and to attend conferences related to Mathematics</p>	Sept. 2017-June 2019	All Staff	<p>1. Two Professional Development Days for all teachers in ST Math (Provided by District Central Services).</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>Grade level collaboration and staff development will have all teachers learning, planning and implementing ST Math, Thinking Maps, Advancement Via Individual Determination (AVID), and English learner strategies to support mathematical concepts and procedures. Content and language objectives will be emphasized during trainings and used as a learning tool with students to ensure understanding of the purpose of the learning.</p>			2. Extra Duty for EL Intervention Teacher, Title I Intervention Teacher, General Education Teachers, and Instructional Coach to participate in professional development meetings. (1 hour per teacher)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	700.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	125.00
<p>C1. Intervention (ELA/ELD/Mathematics)</p> <p>Teachers will develop a school-wide MTSS Intervention Plan to focus on First Instruction and Tier II Interventions for all students 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. Improving instruction in Foundational Skills will be emphasized to increase success for students in all grades. First Instruction and Tier II in</p>	Sept. 2017-June 2019	Title I Teacher: Read 180/System 44, Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	<p>1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to develop and support MTSS Intervention Plan.</p> <p>2. Intervention Teachers will provide Intervention to ELD 1s, ELD 2s, newcomers, and Title I students during school-wide Intervention. (50% funded through Centralized Services)</p>	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	40,949.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	7,760.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Mathematics will focus on conceptual development, procedural, and problem solving skills to become successful in mathematical comprehension.</p> <p>Teachers will provide small group scaffolded instruction in reading and mathematics for identified students who are not proficient in the necessary grade level skills. Grade level collaboration will be used to develop the scaffolded instruction.</p> <p>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.</p> <p>Intervention Teachers will provide small group instruction in language arts and mathematics to ELD 1s, 2s, newcomers, and low socio-economically disadvantaged students.</p> <p>All students, include students in subgroups, will be needs identified through grade level Data Teams to develop further support and intervention based on recommendation of our Student Success Team and MTSS process.</p> <p>Student Success Team will meet monthly with necessary teachers to</p>			3. Extra Duty for General Education Teachers to support EL students after school with homework and intervention. (2 days/ One hour per week)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,180.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	390.00
			4. Sub Pay for General Education Teachers to participate in MTSS process. (One sub per month from Oct-May)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,000.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>review students entered into Santiago's MTSS process.</p> <p>General Education and Intervention teachers will provide one on one time with intensive students in reading/language arts and mathematics as identified through Fountas &amp; Pinnell, Benchmark interim, and Mathematics Performance Task assessments, or another assessment determined by the school's MTSS process.</p>						
<p>D1. Flexible Learning Environments</p> <p>Develop flexible learner-centered environments, including The Learning HUB, STEM LAB, and PODS to accommodate different teaching and learning formats, including:            Individual study and reflection            One-on-one instruction            Peer-to-peer discussion            Small-group work            Teacher-directed instruction            Collaborative environments            Student presentations and performances</p>	Sept. 2017-June 2019	All Staff	<p>1. Purchase and/or repurpose furniture and materials to develop flexible learning environments throughout the school site in support of Collaboration, Creativity, Critical Thinking and Problem Solving, and Communication among students.</p> <p>2. Contract services to update classroom technology (projectors, whiteboards, audio)</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p>	<p>22,000.00</p> <p>25,000.00</p>

## 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.

<b>LCAP GOAL:</b>
c. Goal 3: Increase student engagement and parent involvement
<b>SITE GOAL #2:</b>
Santiago will focus on improving the whole child through parent involvement activities, social/emotional instruction, and increased awareness and skills to support career and college readiness. (ACT, GO)

Goals for Significant Subgroups Y= Significant N = Not Significant		
Y >29	EL	Santiago will focus on improving the whole child through EL parent involvement activities, social/emotional instruction, and increased awareness and skills to support career and college readiness.
Y >29	SED	Santiago will focus on improving the whole child through Title I parent involvement for activities, social/emotional instruction, and increased awareness and skills to support career and college readiness.
Y >29	SWD	Santiago will focus on improving the whole child through SWD parent involvement for activities, social/emotional instruction, and increased awareness and skills to support career and college readiness.

**DATA ANALYSIS**

<p><b>What Data Did You Use To Form This Goal?</b> Over all attendance percentages, suspension rates over the last three years, End of the Year AVID evaluation</p>	<p><b>What Were The Findings From The Analysis Of This Data?</b> Looking at attendance over the last three years, we held steady (96.80%, 96.79%, and 96.81%).</p> <p>Suspension rates over the last 5 years show a distinct change. The last 3 years averaged 7 students suspended for an average of 13 days each year. For the 13-14 school year, only 2 students were suspended for 0 days. For the 12-13 school year, 18 students were suspended for a total 47 days. Over these 5 years, there have been three different administrators.</p> <p>Santiago's AVID implementation has increased over the last two year, but the program is not fully implemented in all classes, with approximately 50% of teachers having attended the Summer Institute over the last three years. This is due to new staff and others who have been unable to attend over the summer.</p>	<p><b>How Will The School Evaluate The Progress Of This Goal?</b> Overall attendance percentage, suspension rate, AVID End of the Year evaluation, total number of Bloomz members, PTA membership, Number of parents at Parent Workshops, College Field Trips, and Open House.</p>
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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
A1. All grade levels will participate in the Advancement Via Individual Determination (AVID) program.	Sept. 2017-June, 2019	Teachers, Coach, Leadership Team	1. Renew AVID yearly license (LCAP AVID Funds)	5000-5999: Services And Other Operating Expenditures	LCAP	2,799.00
			2. Fees for AVID Summer Institute.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,520.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3. Reimbursement for teachers attending AVID Summer Institute.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	491.00
			4. Materials to support implementation of AVID school-wide.	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00
A2. Monthly Parent Educational Nights and quarterly ELAC Meetings to increase parent involvement and parents knowledge in supporting their childrens' academics and social/emotional needs.	Sept. 2017-June, 2019	Parents, Administrator, Teachers, Parent Bilingual Advocates	1. Translation services by Bilingual Parent Advocates for evening parent educational nights.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	849.00
			2. Purchase books and materials to support parent educational nights.	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00
A3. 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 Awards Assemblies, Trimester Honor Roll Assemblies.	Sept. 2017-June, 2019	Teachers, Coach, Leadership Team	1. Purchase materials, books, banners, posters, and awards to support PBIS implementation.	4000-4999: Books And Supplies	Title I Part A: Allocation	300.00
				5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	700.00
			2. Fund one Campus Supervisors to support the supervision of students during unstructured time while on campus to reduce incidents and increase student minutes in class for instruction.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	7,500.00
A4. All students will receive Social/Emotional instruction to support their understanding and use in Skills for Learning, Empathy, Emotional Management, and Problem Solving.	Sept. 2017-June, 2019	Teachers, Coach, Leadership Team	1. Purchase Second Step, a social-emotional curriculum for all grades.	4000-4999: Books And Supplies	Title I Part A: Allocation	5,963.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2. Teachers and staff will be provided with professional development in the delivery and improvement of our social/emotional curriculum.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	654.00
				3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	116.00
			3. Purchase additional materials and supplies to support the implementation of Second Step school-wide.	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	230.00
				4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			4. Extra Duty for EL Intervention Teacher, Title I Intervention Teacher, General Education Teachers, and Instructional Coach to participate in online professional development. (1 hr. x 2)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	150.00
				1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	800.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	150.00
			Campus Supervisor Training in Second Step	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A5. Develop Career Day and College and Educational Field Trips for all grades and parents to enhance our AVID program and to increase the likelihood that parents will encourage students to set goals for Careers and College.	Sept. 2017-June, 2019	Teachers, Coach, Leadership Team	1. Fund bussing for two field trips per grade level.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,325.00
			2. Fund fees for up to one field trip per grade level.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,700.00
			3. Fund College T-Shirts for all students based on the college attending on their field trip.	4000-4999: Books And Supplies	Title I Part A: Allocation	3,400.00
			4. Purchase materials and supplies to support Career Day and College Field Trips.	4000-4999: Books And Supplies	Title I Part A: Allocation	300.00
			4. Materials to support Career and College Field Trips. (LCAP AVID Funds)	4000-4999: Books And Supplies	LCAP	441.00
A6. Communication with families will increase with the use of social media and a school-wide communication app on an ongoing basis.	Sept. 2017-June, 2019	Teachers, Coach, Leadership Team, Staff	Purchase license for Bloomz, a parent communication app.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,313.00

## 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.

<b>LCAP GOAL:</b>		
<b>SITE GOAL #3:</b>		
<b>Goals for Significant Subgroups Y= Significant N = Not Significant</b>		
<b>DATA ANALYSIS</b>		
<b>What Data Did You Use To Form This Goal?</b>	<b>What Were The Findings From The Analysis Of This Data?</b>	<b>How Will The School Evaluate The Progress Of This Goal?</b>

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

## Planned Improvements in Student Performance

### School Goal #4

The Site Leadership Team and School Site Council of Santiago Elementary School have analyzed student performance data from the SVUSD LCAP (Saddleback Valley Unified School District Local Control and Accountability Plan), Title III Accountability data, the SVUSD performance task writing assessments, Aeries (student information system), CALPADS (California Longitudinal Pupil Achievement Data System), SEIS (Special Education Information System), and relevant data collected specific to the school site. The Leadership Team and the School Site Council have reviewed the 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 School students.

<b>LCAP GOAL:</b>		
<b>SITE GOAL #4:</b>		
<b>Goals for Significant Subgroups Y= Significant N = Not Significant</b>		
Y >29	<b>SED</b>	
Y >29	<b>SWD</b>	
<b>DATA ANALYSIS</b>		
<b>What Data Did You Use To Form This Goal?</b>	<b>What Were The Findings From The Analysis Of This Data?</b>	<b>How Will The School Evaluate The Progress Of This Goal?</b>

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



## Planned Improvements in Student Performance

### School Goal #5

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 School students.

<b>LCAP GOAL:</b>		
<b>SITE GOAL #5:</b>		
<b>Goals for Significant Subgroups Y= Significant N = Not Significant</b>		
<b>DATA ANALYSIS</b>		
<b>What Data Did You Use To Form This Goal?</b>	<b>What Were The Findings From The Analysis Of This Data?</b>	<b>How Will The School Evaluate The Progress Of This Goal?</b>

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

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

## 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	Donations	1,600.00
4000-4999: Books And Supplies	LCAP	441.00
5000-5999: Services And Other Operating	LCAP	2,799.00
1000-1999: Certificated Personnel Salaries	LCAP - Base	2,984.00
4000-4999: Books And Supplies	LCAP - Base	400.00
5000-5999: Services And Other Operating	LCAP - Base	600.00
1000-1999: Certificated Personnel Salaries	LCAP - Supplemental	5,850.00
4000-4999: Books And Supplies	Title I	1,250.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	56,589.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8,849.00
3000-3999: Employee Benefits	Title I Part A: Allocation	9,525.00
4000-4999: Books And Supplies	Title I Part A: Allocation	57,353.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	48,399.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	654.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	116.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	230.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
Donations	1,600.00
LCAP	3,240.00
LCAP - Base	3,984.00
LCAP - Supplemental	5,850.00
Title I	1,250.00
Title I Part A: Allocation	180,715.00
Title II Part A: Improving Teacher Quality	1,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	66,077.00
2000-2999: Classified Personnel Salaries	8,849.00
3000-3999: Employee Benefits	9,641.00
4000-4999: Books And Supplies	61,274.00
5000-5999: Services And Other Operating Expenditures	51,798.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	157,638.00
<b>Goal 2</b>	40,001.00

## 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			
Chris Quon		X			
Michelle Blackmore		X			
Linda Kennedy			X		
Chad Robert Morgan				X	
Paul Sim				X	
Johnny Rodriguez				X	
Karen Kantas				X	
Ashley Nofts				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 October 4, 2017.

Attested:

Howard Johnston

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

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

\_\_\_\_\_  
Date

Chad Robert Morgan

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

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

\_\_\_\_\_  
Date