

# The School Plan for Student Achievement

## Saddleback Valley Unified School District



**School:** Santiago STEAM Magnet Elementary School  
**CDS Code:** 30-73635-6085351  
**District:** Saddleback Valley Unified School District  
**Principal:** Howard Johnston  
**Revision Date:** October 11, 2018

The School 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 11, 2018.**

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## School Vision and Mission

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

Our Vision: Empowered thinkers & creators positively impacting our global community.

Our Mission: Provide meaningful, innovative learning experiences for a community of diverse learners who solve complex problems with creativity and confidence.

Our Pillars: STEAM Interdisciplinary Instruction, Human-Centered Design Thinking, High Quality Project-Based Learning, Career and College Readiness, and Social-Emotional Instruction

Our Guiding Principles: 4 Cs Drive Innovation, Deep Knowledge, Empathy and Kindness, Growth Mindset, Student Voice and Choice, Deliver Beautiful Work, Connect Locally and Globally, and Purpose Driven

Our Core Beliefs: We believe STEAM is a creative and purpose-driven approach grounded in content knowledge, skills, and cognitive processes, whose aim is to empower all learners to positively impact our global community. We believe Project Based Learning through Interdisciplinary Instruction using a Human-Centered Design Thinking Process in flexible learning environments with a focus on social-emotional intelligence are the best vehicles for our children to gain the skills necessary to solve our present and future environmental, health, and social issues. We believe students can identify their passions, create innovative solutions, and produce work of real value to solve complex issues facing the world today.

## School Profile

### School Profile

Since opening 1973, Santiago STEAM Magnet Elementary School 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!

This year, Santiago Elementary became Santiago STEAM Magnet Elementary School. Much has changed. Santiago believes STEAM is a creative and a purpose-driven approach grounded in content knowledge, skills, and cognitive processes, whose purpose is to empower all learners to positively impact our global community. Santiago believes High Quality Project Based Learning through Interdisciplinary Instruction using a Human-Centered Design Thinking Process in flexible learning environments with a focus on social-emotional intelligence are the best vehicles for our children to gain the skills necessary to solve our present and future environmental, health, and social issues. Through Santiago's new focus students can identify their passions, create innovative solutions, and produce work of real value to solve complex issues facing the world today.

Santiago STEAM Magnet has eight guiding principles:

1. The 4 Cs (Creativity, Communication, Collaboration, and Critical Thinking) Drive Innovation
2. Deep Knowledge
3. Empathy and Kindness
4. Growth Mindset
5. Student Voice and Choice
6. Deliver Beautiful Work
7. Connect Locally and Globally
8. Purpose-Driven

When visiting classroom, it is easy to see Santiago STEAM Magnet Elementary's comprehensive and challenging instructional program. Strong academics, scholarly attributes, community service and character education are all integrated throughout the Project-based Learning and STEAM curriculum. Students from all walks of life make up and add to the richness and diversity of the Santiago STEAM Magnet Elementary School's population. We are a K-6 elementary school of just over 450 students.

For the 2018-2019 school year we have 147 English Language Learners (34%), 214 Socioeconomically Disadvantaged students (47%) and 43 students with disabilities (9.5%). Santiago offers support and assistance for at-risk children through federal Title I funds. Students in all grades not meeting grade level standards in English Language Arts are assessed and may participate in our 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).

All classes are located in permanent buildings and each classroom is provided with 75 inch monitors, 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 recently updated our library into an Innovation Lab, a place where students read, research, collaborate, and present locally and globally. We are currently developing a STEAM lab, as well.

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

Library/Innovation Lab

STEAM Lab

English Language Development (ELD)

Primary and Upper Grade Physical Education

Music, Instrumental and Performing Arts (All grades)

Use of Chromebooks, iPads, and 75 inch monitors in every classroom

Growth Mindset

Read Naturally

Fountas & Pinnell Running Records

Dibels Reading and Math Assessments

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

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, 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. ELA Benchmark Release Days for professional development. Reading Intervention program. Fountas and Pinnell Running Records were used to determine and monitor growth of student reading level for small group instruction. Learning A-Z and BrainPop subscriptions. Increasing the number and quality of library books. Technology Integration (ST Math, Google Classroom, one to one device program). SVUSD Math Performance Tasks. Small Group Instruction in all grades. Flexible Learning Environments.

Goal 2: 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. ELAC workshops and information meetings.

- 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 (Read Naturally, and AVID) were not fully implemented in all classrooms. Our MTSS intervention system began implementation this year, but not fully implemented. Language objectives were not consistent school-wide during mathematics instruction to support EL students. Staff development in Mathematics. Targeted interventions in Mathematics.

Goal 2: PBIS was not fully implemented.

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

PBIS. Staff development and targeted interventions in Mathematics.

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

Commitment from entire teaching staff was lacking for PBIS and a focus on implementing our new ELA Benchmark program hindered time availability for Mathematics intervention and staff development.

- 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. For Mathematics, students used ST Math as supplemental and intervention.

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

We did not meet the second part of Goal #1. We reached 72% of our student population showing adequate growth in ELA, but only 29% in Mathematics.

### 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 systemic use and training and planning in our new Benchmark curriculum created a solid ELA/ELD block where highly structured small group instruction became the norm throughout our school site.

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

Santiago's Instructional coach was vital to developing the monthly Benchmark Professional Development Day, as well as providing modeled lessons to teaching staff. Throughout the school year, implementation of work created at the Professional Development 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

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 bi-monthly staff meetings with all student data, goals, and instructional plans collected bi-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 through the use of PLC/Data Teams and our ELA/Math Foundational Skills blocks school-wide.

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 goal one, F&P assessments were used to track student growth and decimated to staff for continued professional development and the development of targeted Tier One instruction and Tier Two interventions. For goal two, behavior incidents were tracked, the instruction in Second Step was monitored weekly, Bloomz membership numbers, and attendance numbers tracked.

- 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 was 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 (Read Naturally, and AVID) were not fully implemented in all classrooms. Our MTSS intervention system continued 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 AVID as a supplemental program due to our school's choice to become a STEAM magnet. 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 in ELA and math. STEAM/PBL instruction will be in the forefront for all instructional decisions, with NGSS taking center stage in our PBL units. We will expand our Career and College Readiness program. Increase the use of Second Step, a social-emotional curriculum, throughout the curriculum to provide support for our students struggling with strategies to cope and thrive in school and home.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	64	54	51	62	54	51	62	54	100	96.9	100
Grade 4	62	52	59	60	51	58	60	51	58	96.8	98.1	98.3
Grade 5	66	62	50	66	61	48	66	61	48	100	98.4	96
Grade 6	83	69	62	81	69	62	80	69	62	97.6	100	100
All Grades	262	247	225	258	243	222	257	243	222	98.5	98.4	98.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2400.5	2379.4	2385.7	10	11.29	12.96	29	16.13	14.81	25	24.19	27.78	35	48.39	44.44
Grade 4	2466.2	2414.3	2441.1	22	9.80	20.69	25	9.80	13.79	18	21.57	22.41	35	58.82	43.10
Grade 5	2495.0	2477.4	2491.6	21	9.84	8.33	26	27.87	41.67	30	31.15	25.00	23	31.15	25.00
Grade 6	2540.8	2508.5	2544.4	16	11.59	17.74	39	28.99	43.55	28	30.43	25.81	18	28.99	12.90
All Grades	N/A	N/A	N/A	18	10.70	15.32	30	21.40	28.38	26	27.16	25.23	26	40.74	31.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	16.13	14.81	51	35.48	40.74	35	48.39	44.44
Grade 4	20	9.80	17.24	45	47.06	41.38	35	43.14	41.38
Grade 5	15	13.11	22.92	39	54.10	54.17	45	32.79	22.92
Grade 6	13	18.84	20.97	56	42.03	53.23	31	39.13	25.81
All Grades	15	14.81	18.92	48	44.44	47.30	37	40.74	33.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	12.90	11.11	49	41.94	42.59	41	45.16	46.30
Grade 4	20	9.80	27.59	55	39.22	31.03	25	50.98	41.38
Grade 5	27	20.00	22.92	52	51.67	52.08	21	28.33	25.00
Grade 6	33	20.29	30.65	45	44.93	51.61	23	34.78	17.74
All Grades	24	16.12	23.42	50	44.63	44.14	26	39.26	32.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	6.45	12.96	69	61.29	62.96	16	32.26	24.07
Grade 4	17	5.88	17.24	63	64.71	60.34	20	29.41	22.41
Grade 5	9	16.39	10.42	65	55.74	77.08	26	27.87	12.50
Grade 6	14	14.49	17.74	75	63.77	70.97	11	21.74	11.29
All Grades	14	11.11	14.86	68	61.32	67.57	18	27.57	17.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	14.52	14.81	71	38.71	38.89	22	46.77	46.30
Grade 4	27	5.88	18.97	50	47.06	46.55	23	47.06	34.48
Grade 5	29	18.03	16.67	61	45.90	56.25	11	36.07	27.08
Grade 6	38	18.84	32.26	48	52.17	58.06	15	28.99	9.68
All Grades	27	14.81	21.17	56	46.09	50.00	17	39.09	28.83

**Conclusions based on this data:**

1. 48% our student population was proficient on the ELA portion of the CAASPP.
2. ELA scores did not see a noticeable increase in any area of proficiency.
3. Third grade showed a significant decrease overall (from 56% to 39% year over year), while fourth grade showed a significant increase overall (from 40% to 47% year over year).

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	64	55	51	64	54	51	64	54	100	100	98.2
Grade 4	62	52	59	62	52	58	62	52	58	100	100	98.3
Grade 5	65	62	50	65	62	49	65	62	49	100	100	98
Grade 6	83	69	62	83	69	62	83	69	62	100	100	100
All Grades	261	247	226	261	247	223	261	247	223	100	100	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.9	2374.4	2394.9	10	10.94	7.41	24	9.38	16.67	20	23.44	31.48	47	56.25	44.44
Grade 4	2459.2	2428.6	2434.7	11	9.62	6.90	26	7.69	17.24	39	40.38	36.21	24	42.31	39.66
Grade 5	2466.8	2470.9	2479.3	15	4.84	8.16	11	19.35	16.33	22	37.10	36.73	52	38.71	38.78
Grade 6	2516.3	2465.2	2524.6	14	8.70	14.52	20	13.04	29.03	37	26.09	32.26	28	52.17	24.19
All Grades	N/A	N/A	N/A	13	8.50	9.42	20	12.55	20.18	30	31.17	34.08	37	47.77	36.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	17.19	11.11	29	18.75	38.89	55	64.06	50.00
Grade 4	16	13.46	8.62	42	28.85	32.76	42	57.69	58.62
Grade 5	18	11.29	14.29	26	38.71	38.78	55	50.00	46.94
Grade 6	22	13.04	25.81	40	17.39	43.55	39	69.57	30.65
All Grades	18	13.77	15.25	35	25.51	38.57	47	60.73	46.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	12.50	7.41	43	35.94	48.15	43	51.56	44.44
Grade 4	19	11.54	15.52	42	40.38	36.21	39	48.08	48.28
Grade 5	12	4.84	14.29	37	56.45	46.94	51	38.71	38.78
Grade 6	16	10.14	16.13	45	42.03	53.23	40	47.83	30.65
All Grades	15	9.72	13.45	42	43.72	46.19	43	46.56	40.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	10.94	18.52	67	50.00	50.00	24	39.06	31.48
Grade 4	21	9.62	12.07	48	38.46	39.66	31	51.92	48.28
Grade 5	12	4.84	6.12	43	56.45	57.14	45	38.71	36.73
Grade 6	17	10.14	22.58	67	53.62	58.06	16	36.23	19.35
All Grades	15	8.91	15.25	57	50.20	51.12	28	40.89	33.63

**Conclusions based on this data:**

1. 33% of our students were proficient on the Mathematics CAASPP assessment.
2. Math scores did not see a noticeable increase in any area of proficiency.
3. Third grade showed a significant decrease overall (from 43% to 34% year over year), while fourth grade showed a significant increase overall (from 26% to 37% year over year).

## School and Student Performance Data

### Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>370</b>	<b>54.6%</b>	<b>39.7%</b>	<b>0.3%</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	147	39.7%
Foster Youth	1	0.3%
Homeless	15	4.1%
Socioeconomically Disadvantaged	202	54.6%
Students with Disabilities	32	8.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.7%
Asian	16	4.3%
Filipino	14	3.8%
Hispanic	219	59.2%
Two or More Races	12	3.2%
White	86	23.2%






**Conclusions based on this data:**

**1.**

## School and Student Performance Data

### Overall Performance

#### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Yellow</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

#### **Conclusions based on this data:**

1. Continued to support students through counseling instead of suspensions.
2. Progress of English Language Learners continues to be a struggle.
3. Students in both ELA and Mathematics continue to be below school's expectations.

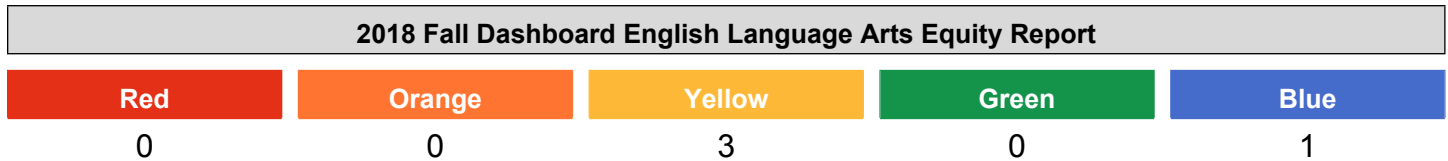
## School and Student Performance Data

### Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 16.2 points below standard Increased 19.5 points 212 students	 Yellow 50.7 points below standard Increased 10.4 points 97 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 44.4 points below standard Increased 35.8 points 12 students	 Yellow 45.9 points below standard Increased 16.6 points 120 students	 No Performance Color 73.5 points below standard Increased 27.4 points 25 students



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.7 points below standard Increased 15.9 points 126 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 Blue 26.4 points above standard Increased 34.1 points 52 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.8 points below standard Increased 17.7 points 80 students	71.9 points above standard Increased 39.5 points 17 students	10.6 points above standard Increased 31.1 points 107 students

#### Conclusions based on this data:

1. All subgroups declined.
2. This is data from 16-17 school year, not the most current year.
3. Our RFEF students scored 32.4 points above level 3.

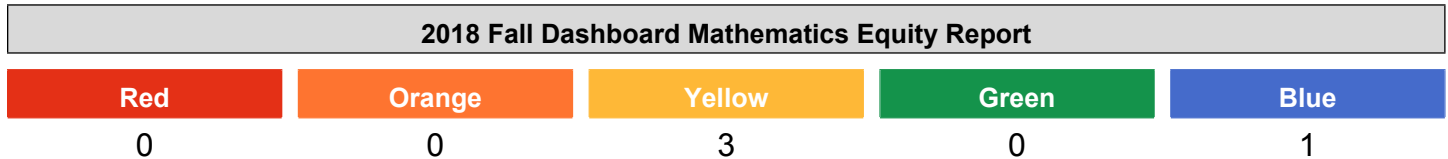
## School and Student Performance Data

### Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 38.2 points below standard Increased 25.4 points 212 students	<p><b>English Learners</b></p>  Yellow 72.3 points below standard Increased 15.7 points 97 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 77.8 points below standard Increased 41.8 points 12 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 64.4 points below standard Increased 29.9 points 120 students	<p><b>Students with Disabilities</b></p>  No Performance Color 89.2 points below standard Increased 25.3 points 25 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff; padding: 2px;">62.2 points below standard</span> Increased 24.2 points 126 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 Blue <span style="background-color: #e6f2ff; padding: 2px;">3.9 points above standard</span> Increased 36.8 points 52 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff; padding: 2px;">89.2 points below standard</span> Increased 24.7 points 80 students	<span style="background-color: #e6f2ff; padding: 2px;">7.1 points above standard</span> Increased 22.7 points 17 students	<span style="background-color: #e6f2ff; padding: 2px;">10.7 points below standard</span> Increased 36.2 points 107 students

**Conclusions based on this data:**

1. All subgroups, except for RFEPs declined significantly.
2. EL students were 113.9 points below level 3.
3. Our EO students declined the most (32.5 percentage points).

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
152	37.5%	36.2%	16.4%	9.9%

#### Conclusions based on this data:

1. Suspension rates for EIs are low and declining.
2. ELA dropped over 30 percentage points.
3. Math dropped 18.3 percentage points.

## School and Student Performance Data

### Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. N/A

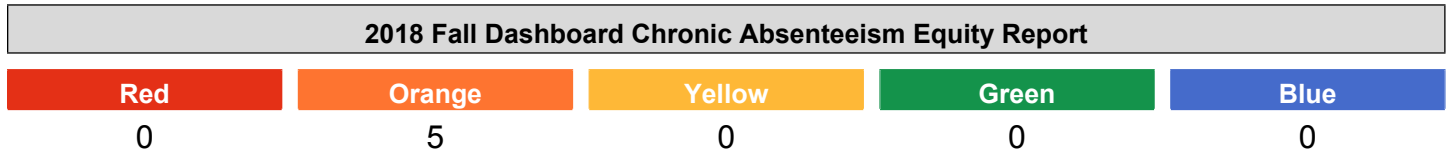
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Orange	 No Performance Color
5.9% chronically absent	6.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.9%	Increased 4%	2 students
388 students	157 students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	 Orange	 Orange
30.4% chronically absent	7.9% chronically absent	7.1% chronically absent
Increased 14.3%	Increased 2%	Increased 2.9%
23 students	216 students	42 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 18.2% chronically absent 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 0% chronically absent Maintained 0% 16 students	 No Performance Color 0% chronically absent Maintained 0% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.2% chronically absent Increased 1.7% 227 students	 No Performance Color 0% chronically absent Declined 4% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 8% chronically absent Increased 6.1% 88 students

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

#### Conclusions based on this data:

1. N/A



## School and Student Performance Data

### Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



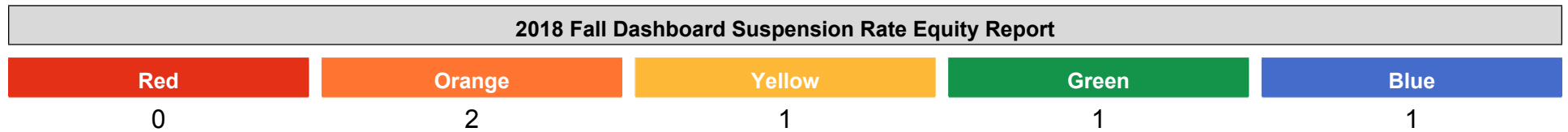
Green



Blue







Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2018 Fall Dashboard Suspension Rate for All Students/Student Group**

All Students	English Learners	Foster Youth
 Orange 1.7% suspended at least once Increased 0.8% 404 students	 Orange 1.9% suspended at least once Increased 1.3% 160 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0% suspended at least once Maintained 0% 23 students	 Green 1.3% suspended at least once Declined -0.4% 227 students	 Blue 0% suspended at least once Declined -4.3% 43 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once 11 students	 No Performance Color Less than 11 Students - Data Not Available 1 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students	 No Performance Color 11.8% suspended at least once Increased 11.8% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3% suspended at least once Increased 0.5% 236 students	 No Performance Color 3.2% suspended at least once Increased 3.2% 31 students	 No Performance Color 0 Students	 Yellow 1.1% suspended at least once Maintained 0.2% 91 students

This section provides a view of the percentage of students who were suspended.

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
1.7% suspended at least once	0.9% suspended at least once	1.7% suspended at least once

**Conclusions based on this data:**

1. Santiago's overall percentage (0.9%) continues to rate extremely low for suspensions.
2. Santiago either maintained or decreased significantly in all sub groups.
3. Students with Disabilities had the highest percentage rate (4.3%), but declined significantly over the previous year (7.6%)

## Planned Improvements in Student Performance

### School Goal #1

The Site Leadership Team and School Site Council of Santiago STEAM Magnet 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 STEAM Magnet Elementary School students.

LCAP GOAL:		
a. Goal 1: Improve student performance, progress and literacy in all content areas		
SITE GOAL #1:		
70% of students at Santiago Elementary will show adequate growth (one year) in both Reading and Mathematics Foundational Skills for the 2018-2019 school year as measured in grades K-6 by Dibels ELA and Math, comparing BOY and EOY assessment data. (THINK, KNOW, ACT)		
Goals for Significant Subgroups Y= Significant N = Not Significant		
Y >29	EL	60% of EL students at Santiago Elementary will show adequate growth in both Reading and Mathematics Foundational Skills for the 2018-2019 school year as measured in grades K-6 by Dibels ELA and Math, comparing BOY and EOY assessment data.
Y >29	SED	60% of SED students at Santiago Elementary will show adequate growth in both Reading and Mathematics Foundational Skills for the 2018-2019 school year as measured in grades K-6 by Dibels ELA and Math, comparing BOY and EOY assessment data.
Y >29	SWD	60% of SWD students at Santiago Elementary will show adequate growth in both Reading and Mathematics Foundational Skills for the 2018-2019 school year as measured in grades K-6 by Dibels ELA and Math, comparing BOY and EOY assessment data.
DATA ANALYSIS		
<p><b>What Data Did You Use To Form This Goal?</b> F &amp; P Running Records (6/2018), Benchmark EOY (5/2018), and District Math Performance Task #2 (3/2018)</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 six. Looking at our Benchmark Interim data, F&amp;P EOY assessments, the overall percentage of students making adequate growth (1 years worth of growth) was 72%.</p> <p>For the Math Performance Task, percent of students showing adequate growth year over year was only 29%.</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 as needed to track growth. Dibels in ELA and Mathematics will be administered BOY and EOY to determine achievement of goal. 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.</p> <p>We will monitor each individual student's growth pattern, as well as their level of proficiency.</p>

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 within and outside of their PBL Units.</p> <p>Teachers will continue to provide differentiated instruction in a small group setting (Foundational Skills) 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>	Sept. 2018-June 2020	All Staff	1. Purchase materials, books (leveled readers), 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	2,000.00
			2. 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	1,770.00
			3. 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	
			4. Purchase Library books	3000-3999: Employee Benefits	District Funded	
				4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach will support School Site Leadership Team in goals, planning professional development calendar, interpreting data, and modifying goals and actions as needed.			5. Fund Instructional Coach to participate on School Site Leadership Team	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,750.00
A2. ELA Assessments  Fountas and Pinnell Running Records, CORE Reading, all Benchmark Advance, and Dibels Reading 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. 2018-June 2020	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  3000-3999: Employee Benefits	Title I Part A: Allocation  District Funded  District Funded	100.00
A3. English Language Development  English Learners will receive a minimum of 30 minutes of Designated 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.	Sept. 2018-June 2020	General Education Teachers, EL Intervention Teacher, Administrator	1. Purchase EL Folders for each EL Student to track progress.  2. Printing of EL Folders with Standards.  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  5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	Title I Part A: Allocation  Title I Part A: Allocation  Title I Part A: Allocation	60.00  50.00  100.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4. Instructional Coach will 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	
A4. Professional Development (ELA/ELD)  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 gap. New learning will be shared at grade level collaboration and staff meetings to increase the knowledge and skills of all teachers.	Sept. 2018-June 2020	All Staff	1. All teachers will participate in and coach/leadership team will lead bi-monthly staff meetings designed to support Foundational Skills blocks in ELA school-wide.  3. Sub Pay for Teachers to attend Conferences on inclusive practices  4. Conferences to develop inclusive practices.  5. Books and materials to support inclusive practices	None Specified  1000-1999: Certificated Personnel Salaries  5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	None Specified  Other  Other	  252.00  448.00  300.00
B. Math Core Instructional Program  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	Sept. 2018-June 2020	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	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
mathematical comprehension within and outside of their PBL Units.			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.	3000-3999: Employee Benefits 4000-4999: Books And Supplies	District Funded Title I Part A: Allocation	100.00
B2. Math Assessments  District Performance Tasks, ST Math, Dibels 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.	Sept. 2018-June 2020	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  3000-3999: Employee Benefits	Title I Part A: Allocation  District Funded  District Funded	100.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>B3. English Language Development (Integrated) 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. 2018-June 2020	Instructional Coach, EL Intervention Teacher, General Education Teachers, Administrator.	1. Materials and supplies for coach, classroom teachers, and intervention teachers needed to support Integrated ELD throughout the mathematics curriculum.	4000-4999: Books And Supplies	Title I Part A: Allocation	100.00
<p>B4. Professional Development (Mathematics) Professional development opportunities for teachers, coach, and administration will be provided for onsite training and to attend conferences related to Mathematics 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, 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</p>	Sept. 2018-June 2020	All Staff	<p>1. Two On-the-Job Professional Development Days for all teachers in ST Math.</p> <p>2. All teachers will participate in and coach/leadership team will lead bi-monthly staff meetings designed to support Foundational Skills blocks in mathematics school-wide.</p>	5000-5999: Services And Other Operating Expenditures	District Funded	None Specified

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>learning.</p> <p>Every opportunity to incorporate mathematical concepts/standards throughout their PBL Units will be emphasized during collaboration planning and trainings.</p>						
<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 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>	Sept. 2018-June 2020	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. Additional teachers will provide support during our Foundational Skills blocks and Tier II intervention as needed to identified students through our MTSS process. (50% of one position is funded through Centralized Services)</p> <p>3. General Education Teachers to participate in MTSS process. (One to two staff meetings per month)</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>None Specified</p>	<p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>Title I Part A: Allocation</p> <p>None Specified</p>	<p>100.00</p> <p>44264.00</p> <p>8667.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Grade level teams will provide targeted intervention strategies in the area of work completion, time on task, or other research-based programs to assist students in their progress toward meeting proficiency levels.</p> <p>Intervention will be provide through small group instruction in language arts and mathematics to identified students, including EL and Low Socio-economically Disadvantaged students, through our MTSS process.</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 review students entered into Santiago's MTSS process.</p> <p>General Education and Intervention teachers will provide small group or one on one time with intensive students in reading/language arts and mathematics as identified through Fountas &amp; Pinnell, Benchmark interim, Dibels Reading and Math, and Mathematics Performance Task assessments, or another assessment determined by the school's MTSS team.</p>						



## Planned Improvements in Student Performance

### School Goal #2

The Site Leadership Team and School Site Council of Santiago STEAM Magnet 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 (96.8%, 96.7%, and 96.2%).</p> <p>Suspension rates over the last 3 years show little change. The last 3 years averaged 13 days each year. 15-16 (12), 16-17 (14), 17-18 (13)</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 rates, total number of Bloomz members, PTA membership, number of parents at Parent Workshops, college field trips attended by students and parents, and attendance at Ignite Nights.</p>

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. Parent Educational Nights, Ignite Nights, and quarterly ELAC Meetings to increase parent involvement and parents knowledge in supporting their childrens' academics and social/emotional needs.	Sept. 2018-June, 2020	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: Parent Involvement	300.00
			2. Purchase books and materials to support parent educational nights.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A2. 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,	Sept. 2018-June, 2020	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	265
A3. All students will receive Social/Emotional instruction to support their understanding and use in Skills for Learning, Empathy, Emotional Management, and Problem Solving.	Sept. 2018-June, 2020	Teachers, Coach, Leadership Team	1. Purchase grade level kits of Second Step, a social-emotional curriculum, as needed.	4000-4999: Books And Supplies	Title I Part A: Allocation	1,341.00
			2. Purchase license for grade level kits of Second Step, a social-emotional curriculum, as needed.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	398.00
			3. Teachers and staff will be provided with professional development in the delivery and improvement of our social/emotional curriculum during staff meetings.	None Specified	None Specified	
			4. Purchase additional materials and supplies to support the implementation of Second Step school-wide.	4000-4999: Books And Supplies	Title I Part A: Allocation	577.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			5. Playground Assistants to support the supervision of students and the development of our Second Step program 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	14,386.00
A4. Develop Career Day and College and Educational Field Trips for all grades and parents to enhance our Career and College Readiness program and to increase the likelihood that parents will encourage students to set goals for Careers and College.	Sept. 2018-June, 2020	Teachers, Coach, Leadership Team	1. Fund bussing for one field trips per grade level. 2. Fund fees for up to one field trip for kindergarten. 3. Fund College T-Shirts for all students based on the college attending on their field trip. 4. Purchase materials and supplies to support Career Day and College Field Trips.	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Part A: Allocation Title I Part A: Allocation Title I Part A: Allocation Title I Part A: Allocation	2,070.00 1,200.00 2,550.00 100.00
A5. Communication and support with/for families to increase the use of social media and a school-wide communication app on an ongoing basis.	Sept. 2018-June, 2020	Teachers, Coach, Leadership Team, Staff	1. Purchase license for a parent communication app.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,306.00
A6. Monitor parent volunteers, student attendance (absences, tardies, trancies) through software to track and improve parent participation and student engagement.	Sept. 2018 - June 2020	Administration and Office Staff	1. Purchase license for an online visitor/student management system. 2. Materials to support online visitor/student management system.	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Title I Part A: Allocation Title I Part A: Allocation	516.00 1,179.00



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A7. Bilingual Parent Advocates will communicate through app and social media, as well as assist parents in the use and understanding of technology to support and increase parent involvement.	Sept. 2018 - June 2020	Bilingual Parent Advocates	1. Purchase computer to assist with action/goal.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,234.00

## Planned Improvements in Student Performance

### School Goal #3

The Site Leadership Team and School Site Council of Santiago STEAM Magnet 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 STEAM Magnet Elementary School students.

LCAP GOAL:		
d. Goal 4: Expand and Support 21st Century Technology and Learning		
SITE GOAL #3:		
All students will produce and present three STEAM/PBL projects and show adequate growth between project three of each school year in specific standards and skills determined by grade levels through the use of a standardized rubric assessed by peers, teachers, and community members. (THINK, ACT, KNOW, GO)		
Goals for Significant Subgroups Y= Significant N = Not Significant		
Y >29	EL	All EL students will produce and present three STEAM/PBL projects and show adequate growth between project three of each school year in specific standards and skills determined by grade levels through the use of a standardized rubric assessed by peers, teachers, and community members.
Y >29	SED	All SED students will produce and present three STEAM/PBL projects and show adequate growth between project three of each school year in specific standards and skills determined by grade levels through the use of a standardized rubric assessed by peers, teachers, and community members.
Y >29	SWD	All SWD students will produce and present three STEAM/PBL projects and show adequate growth between project three of each school year in specific standards and skills determined by grade levels through the use of a standardized rubric assessed by peers, teachers, and community members.
DATA ANALYSIS		
<b>What Data Did You Use To Form This Goal?</b> This is our first year as a STEAM Magnet school. This will be our baseline year.	<b>What Were The Findings From The Analysis Of This Data?</b> N/A	<b>How Will The School Evaluate The Progress Of This Goal?</b> We will use PBL rubrics (critical thinking, creativity, presentation and collaboration skills) from the Buck Institute on our BOY, MOY, and EOY projects each year to monitor our yearly growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A. STEAM/HQPBL Instruction</p> <p>A1. All teachers, including substitutes, at Santiago STEAM Magnet will use NGSS standards as their overall focus for each STEAM/PBL unit. Common Core ELA and Mathematics, English Language Development, Social Studies, Health, PE and Arts standards will be included throughout each STEAM/PBL unit strategically to support the overall growth of each student.</p> <p>Teachers and substitutes will provide differentiated small group instruction, as needed to support all students on their specific needs.</p> <p>The use of technology will be evident throughout each unit to build technological skills, as well as, increase students' ability in creativity, critical thinking, communication and collaboration.</p> <p>Instructional Coach will support the development, refinement, and cohesion of STEAM/PBL units in all grades through professional development days, grade level collaboration meetings, observations, and modeling.</p> <p>Rubrics will be developed to support reflection, growth and progress toward mastery of state standards, PBL units, design thinking, and the 4Cs (collaboration, creativity, critical thinking, and communication).</p>	Sept. 2018-June 2020		1. Extra Duty for EL Intervention Teacher, Title I Intervention Teacher, General Education Teachers, Sp. Ed. Teachers, and Instructional Coach to participate in professional development meetings focused on STEAM/PBL unit development.. (2 - Half Days)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,577.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	896.00
			2. Sub Pay for EL Intervention Teacher, Title I Intervention Teacher, and General Education Teachers to participate in professional development meetings.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,920.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	2,139.00
				1000-1999: Certificated Personnel Salaries	LCAP - Base	2,940.00
				3000-3999: Employee Benefits	LCAP - Base	576.00
				1000-1999: Certificated Personnel Salaries	LCAP - Supplemental	2,415.00
				3000-3999: Employee Benefits	LCAP - Supplemental	473.00
				1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	856.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	144.00
A1. Continued			3. Purchase, repair, use, and instruction of technology and STEAM/PBL related materials to support instruction. This includes TV monitors, laptops, computers, Chromebooks, iPad's, iPod's, STEAM materials and all technology devices or other software/hardware related items needed to achieve our goal in STEAM/PBL goal.	4000-4999: Books And Supplies	Title I Part A: Allocation	16,379.00
			4. Books and materials to support professional development in STEAM/PBL planning, instruction, and assessment.	4000-4999: Books And Supplies	LCAP - Base	116.00
				4000-4999: Books And Supplies	LCAP - Supplemental	52.00
				4000-4999: Books And Supplies	Title I Part A: Allocation	1007.00
			5. Sub Pay for substitutes to train in STEAM/PBL Instruction	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1,680.00
				3000-3999: Employee Benefits	Title I Part A: Allocation	329.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A2. Flexible Learning Environments</p> <p>Develop flexible learner-centered environments, including an Innovation Lab, STEAM LAB, and PODS to accommodate different teaching and learning formats, including:</p> <ul style="list-style-type: none"> <li>Individual study and reflection</li> <li>One-on-one instruction</li> <li>Peer-to-peer discussion</li> <li>Small-group work</li> <li>Teacher-directed instruction</li> <li>Collaborative environments</li> <li>Student presentations and performances</li> </ul>	Sept. 2018-June 2020	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>	4000-4999: Books And Supplies	Title I Part A: Allocation	2,046.00

## 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	LCAP - Base	2,940.00
3000-3999: Employee Benefits	LCAP - Base	576.00
4000-4999: Books And Supplies	LCAP - Base	116.00
1000-1999: Certificated Personnel Salaries	LCAP - Supplemental	2,415.00
3000-3999: Employee Benefits	LCAP - Supplemental	473.00
4000-4999: Books And Supplies	LCAP - Supplemental	52.00
1000-1999: Certificated Personnel Salaries	Other	252.00
4000-4999: Books And Supplies	Other	300.00
5000-5999: Services And Other Operating	Other	448.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	63,191.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	14,386.00
3000-3999: Employee Benefits	Title I Part A: Allocation	12,031.00
4000-4999: Books And Supplies	Title I Part A: Allocation	30,104.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	8,310.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	300.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,434.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	856.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	144.00

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

<b>Funding Source</b>	<b>Total Expenditures</b>
LCAP - Base	3,632.00
LCAP - Supplemental	2,940.00
Other	1,000.00
Title I Part A: Allocation	128,022.00
Title I Part A: Parent Involvement	1,734.00
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	69,654.00
2000-2999: Classified Personnel Salaries	14,686.00
3000-3999: Employee Benefits	13,224.00
4000-4999: Books And Supplies	32,006.00
5000-5999: Services And Other Operating Expenditures	8,758.00



**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	62,161.00
<b>Goal 2</b>	28,622.00
<b>Goal 3</b>	47,545.00

## 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				
Catherine Scanlon		X			
Katie Reiss		X			
Sylvia Brown		X			
Linda Kennedy			X		
Chad Robert Morgan				X	
Jamie Goodwyn				X	
Johnny Rodriguez				X	
Kari Irwin				X	
Fernando Fronda				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 School 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 September 27, 2018.

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