School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santiago STEAM Magnet Elementary School	30-73635-6085351	June 5, 2020	June 18, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Santiago STEAM Magnet Elementary School Plan describes a School-wide Program that includes

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Santiago STEAM Magnet Elementary School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals. Our resources will align with our two goals centered around (1) Developing and maintaining positive parent, student, and community involvement and engagement to promote and support student success; and (2) All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Title I Parent Survey:
All parents are encouraged to participate in our annual Title I Parent Survey. 141 parents chose to participate this year. The survey asks 20 questions ranging from the safety of the school to school communication to the success of their child.

Teacher Survey:
Teachers were given a survey regarding the use of Title I funds. Questions typically consist of:
1) What do you believe our Title I funds should be used for based on your time at Santiago?
2) Rate each area in order of importance as it relates to Title I funding.
3) Is there a new area we need to focus on that is critical for student success at Santiago?

Summary:
Our Parent Survey showed parents believe:
1) The school staff is helpful and friendly.
2) Teachers in this school really seem to care about their students.
3) Our school provides up to date information on the programs and activities offered to their child.
4) Written communication with parents is in their home language.
5) Our school involves parents in activities to help their child be successful.
6) Parents are encouraged by staff to attend school events.
7) Parents are welcome at school..

Our Teacher Surveys showed teachers believe:
1) Order of importance for Title I Funds:
1. Teacher planning time
2. Intervention Teacher salaries
3. Purchase STEAM materials
4. Purchase materials for Tier II and Tier III Intervention / Improve our MTSS (Intervention System)
5. Purchase technology
6. Professional Development for teachers
7. Purchase materials and improve PBIS/Second Step
8. Purchase MTSS Intervention assessments
9. STEAM related field trips
2) Funding should be spent to improve our MTSS Intervention System by providing training to teachers, time to analyze student data and create action plans, and necessary materials.
3) Staying focused on very few goals, collecting data, and making changes to support all students.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observation are conducted by administration and instructional coach.

Summary:
Throughout the school year, the administration witnessed, consistently, the high quality of curriculum developed by all teachers and the equity of the delivery of curriculum to all students across all grade levels and classrooms. Small group instruction was prevalent. Developing collaborative and independent learners was evident across all classes. Much time was committed to supporting all students in increasing their skills in ELA Foundational Skills. The classroom environments were developed to support project-based learning and flexibility throughout the day. Special Ed and Intervention teachers support student needs in a push-in and pull-out format, as needed. There was consistency across all classes relating to HQPBL instruction, Social-Emotional instruction using Second Step, and Foundational Skills instruction.

Throughout the walkthroughs factual data was collected to discover patterns within our instruction/student tasks. Pattern statements were created:
1) The majority of observed academic language by students was verbal.
2) Teachers were facilitators.
3) Evidence of student to student collaboration increases in depth through grade level progression.
4) Evidence of student engagement in flexible learning environments in all classes.
5) Strong evidence was made to improve instruction in ELA Foundational Skills at each grade level.
The effort to match the level of academic discourse in written form that we're seeing in verbal form continues to be our focus during Instructional Rounds and PBL unit development.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We annually use CAASPP results in ELA and mathematics for all students (and separately for students within numerically significant subgroups). Acadience, BPST and CORE Reading assessments are used to determine student outcomes at the school level for formative and summative data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During our PLC/Data Team meetings, our teachers use current student data to:
1) monitor their progress,
2) make adjustments to their instruction,
3) support colleagues in instructional strategies,
4) document progress for all students over time,
5) determine next steps for individual students with the guidance of grade level teams
6) refer students to our Student Study Team within our MTSS process for guidance of next level of support by either Gen. Ed. or Intervention Teacher.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers meet the requirements for highly qualified guidelines.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided professional development pertaining to SBE-adopted instructional materials. Santiago STEAM Magnet scheduled monthly professional development days, as well as bi-monthly staff meetings to increase knowledge in state standards and the instructional materials to be used as a resource for developing our school-wide curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development has focused on content standards within our STEAM focus, as well as ELA and English Language Learner standards. Teachers reflect after each professional learning day to give feedback on what supports they need moving forward within the context of standards, student assessment data and their professional needs. Throughout this year, Santiago has focused on High-Quality Project Based Learning through STEAM Instruction with an emphasis on NGSS and our district's SVReads initiative to support our struggling readers and EL population.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Throughout the school year, teachers have received support from an instructional coach. The instructional coach has provided:
1) Professional Learning/Planning Days centered on HQPBL and SVReads.
2) coaching opportunities as needed and requested by individual teachers.
3) One-on-One meetings to support individual teacher growth.
4) modeled lessons within a given teacher's class ending with debriefing session.
5) support in data analysis and instructional strategies pertaining to ELA and mathematics instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration at Santiago is a continual professional norm throughout the school year. Structured collaboration happens at multiple professional development/planning days and at all staff meetings. Their focus has been to develop High-Quality Project Based Learning units and SVReads to support students in need.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is adopted or created with district and school level input to ensure alignment to common core standards. All unit design is overseen by grade levels and school leadership team.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers have developed and adhere to a master schedule throughout the school year. The master calendar outlines the amount of instructional minutes to be spent on core areas as well as Foundational Skills, ELD, and any programs needed to meet the needs of students designated as a part of a statistically significant subgroup.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have developed a pacing schedule by grade level. The master schedule is flexible enough to allow daily intervention in ELA and mathematics, and any programs needed to meet the needs of students designated a part of a statistically significant subgroup.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials are purchased and distributed by the district. Materials are appropriated for every enrolled student and are easily accessible.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Each classroom and student has access to adopted curriculum assigned to them for core subjects as well as ELD.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Santiago STEAM Magnet Elementary, all students are provided with tier one instruction. Supports are in place to provide tier two intervention to students who are in need of intervention, language development, literacy instruction and intervention, as well as other supports.

Evidence-based educational practices to raise student achievement

Students not on grade level in reading receive researched based small group instruction. ELA Progress is tracked through Acadience, BPST and CORE assessments and is discussed during grade level PLC/Data Team and MTSS meetings.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents have access to a wide variety of help from both the school and district in terms of supports. Our Parent Bilingual Advocates meet and support parents through individual and quarterly ELAC meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Santiago Elementary advisory councils, such as School Site Council, English Learner Advisory Committee, and the Leadership Team, conduct annual review and evaluation of all site categorical programs. They provide input into the development and implementation of these programs for the annual review of the SPSA. These teams meet a minimum of 4 times a year to discuss the progress of implemented programs, including what is working and what needs modification. Changes are made based on the input of the teams. At the end of the year, teams reflect on the outcomes of the programs and make suggestions for the upcoming year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides our site with several educational professionals, dedicated to ensuring that underperforming students meet standards. Two part time intervention teachers see small groups of students throughout their half-day schedule, instructing them from research based strategies. Our instructional coach provides teachers with high quality instructional guidance in literacy to ensure all students are showing adequate growth in reading. Our instructional coach, also, provides teachers with instructional strategies to ensure that all students have access to core curriculum.

Fiscal support (EPC)

Ongoing assessment of funds by administration, leadership team, and school site council is necessary to ensure we are always allocating funds where necessary to support student need. Should it be programs or intervention teachers, careful attention is placed to funding and to ensuring equitable access is given to all.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) nomination forms were due on September 10, 2019. Election date and results:
September 11, 2019 -- Jami Orlowski and Jennifer Mavros were the parents elected by other parents.

SSC meeting dates and topics:
September 23, 2019 – SSC training; election of officers; review of by-laws; review and discussion of categorial expenditures; review and approve 19-20 safety plan.
December 2, 2019 – Review of interim assessments data; review budget; review Facilities Master Plan; discuss plans for Green Ribbon application
May 13, 2020 - Review current student data; review and update budget; 19-20 SPSA updates and discussion regarding 20-21 SPSA; ELAC updates
June 5, 2020 -- Review revisions of proposed 20-21 SPSA and budget; approval of 20-21 SPSA by Site Council.

ELAC meetings dates and topics:
September 19, 2019 - Needs assessment with parents.
January 30, 2020 - Review school academic and attendance data; EL presentation
May 13, 2020 - Review district goals; review California Dashboard data; review 20-21 budget projections; gather feedback related to goals, data, and budget for 20-21 leading up to the building of the 20-21 SPSA.
June 5, 2020 - Reviewed and vote on final SPSA; review and vote on Modified Day Schedule/Calendar.

Santiago Parent Community:
Title I Parent Survey given each school year covering twenty unique questions ranging from, "Is Santiago a safe place to learn?" to "Is my child more successful because of the programs that are available at this school?"

Santiago STEAM Leadership Team meeting dates and topics:
October 10, 2019 - Discussion on FIA, MTSS process, PBIS system, PBL planning days structure and goals.
November 4, 2019 - Discussion on Acadience Data, MTSS Day, Assessments, PBIS and MTSS progress.
December 9, 2019 - Discussion on Social-Emotional Learning, Professional Learning centered on ELA Foundational Skills and SVReads
February 2, 2020 - Building Norms; discussion on elements of our SPSA (HQPBL/STEAM, dELD, CORE Phonics, MTSS, Social-Emotional Learning, Purpose of Data Team Meetings).
May 11, 2020 - Review possible new assessments for 20-21; LCAP funding for 20-21.

Based on:
1) The evaluation of implementation and effectiveness of the SPSA actions (see "Annual Evaluation and Needs Assessment" section)
2) The California School dashboard data, district benchmarks, and school assessment data
3) Stakeholder input

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including DIBLES ELA, district benchmarks, and teacher-created assessments; and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other stakeholders.

No resource inequalities were identified. There is a continued concern that our English language learners, Socio-Economically Disadvantaged, and Special Needs students are performing below other student groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.22%	0.19%		1	1
African American	2.70%	2.64%	1.54%	10	12	8
Asian	4.32%	3.52%	4.03%	16	16	21
Filipino	3.78%	3.96%	3.45%	14	18	18
Hispanic/Latino	59.19%	54.85%	51.06%	219	249	266
Pacific Islander	%	0.44%	0.19%		2	1
White	23.24%	24.45%	28.6%	86	111	149
Multiple/No Response	3.51%	6.17%	6.33%	13	28	24
Total Enrollment				370	454	521

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	45	78	89
Grade 1	46	59	92
Grade 2	58	57	67
Grade3	55	72	60
Grade 4	56	72	74
Grade 5	50	63	73
Grade 6	60	53	66
Total Enrollment	370	454	521

Conclusions based on this data:

1. Our Hispanic population continues to be our largest subgroup.

2. Over the last three year, enrollment has continued to increase.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	147	162	157	39.7%	35.7%	30.1%
Fluent English Proficient (FEP)	26	21	31	7.0%	4.6%	6.0%
Reclassified Fluent English Proficient (RFEP)	11	2	5	6.8%	1.4%	3.1%

Conclusions based on this data:

1. Santiago has increased the number of reclassified students over the previous year.

2. Santiago's English learner population continues to decrease.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	54	72	62	54	69	62	54	69	96.9	100	95.8
Grade 4	52	59	72	51	58	70	51	58	70	98.1	98.3	97.2
Grade 5	62	50	60	61	48	60	61	48	60	98.4	96	100
Grade 6	69	62	53	69	62	53	69	62	53	100	100	100
All Grades	247	225	257	243	222	252	243	222	252	98.4	98.7	98.1

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2379.	2385.	2415.	11.29	12.96	23.19	16.13	14.81	21.74	24.19	27.78	18.84	48.39	44.44	36.23
Grade 4	2414.	2441.	2431.	9.80	20.69	11.43	9.80	13.79	25.71	21.57	22.41	24.29	58.82	43.10	38.57
Grade 5	2477.	2491.	2482.	9.84	8.33	13.33	27.87	41.67	26.67	31.15	25.00	25.00	31.15	25.00	35.00
Grade 6	2508.	2544.	2529.	11.59	17.74	13.21	28.99	43.55	41.51	30.43	25.81	28.30	28.99	12.90	16.98
All Grades	N/A	N/A	N/A	10.70	15.32	15.48	21.40	28.38	28.17	27.16	25.23	23.81	40.74	31.08	32.54

	Reading								
	Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.13	14.81	15.94	35.48	40.74	46.38	48.39	44.44	37.68
Grade 4	9.80	17.24	14.29	47.06	41.38	45.71	43.14	41.38	40.00
Grade 5	13.11	22.92	20.00	54.10	54.17	43.33	32.79	22.92	36.67
Grade 6	18.84	20.97	24.53	42.03	53.23	45.28	39.13	25.81	30.19
All Grades	14.81	18.92	18.25	44.44	47.30	45.24	40.74	33.78	36.51

	Writing								
	Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.90	11.11	16.18	41.94	42.59	48.53	45.16	46.30	35.29
Grade 4	9.80	27.59	11.43	39.22	31.03	54.29	50.98	41.38	34.29
Grade 5	20.00	22.92	21.67	51.67	52.08	50.00	28.33	25.00	28.33
Grade 6	20.29	30.65	13.21	44.93	51.61	69.81	34.78	17.74	16.98
All Grades	16.12	23.42	15.54	44.63	44.14	54.98	39.26	32.43	29.48

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.45	12.96	15.94	61.29	62.96	60.87	32.26	24.07	23.19
Grade 4	5.88	17.24	14.29	64.71	60.34	58.57	29.41	22.41	27.14
Grade 5	16.39	10.42	15.00	55.74	77.08	68.33	27.87	12.50	16.67
Grade 6	14.49	17.74	9.43	63.77	70.97	75.47	21.74	11.29	15.09
All Grades	11.11	14.86	13.89	61.32	67.57	65.08	27.57	17.57	21.03

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	14.52	14.81	21.74	38.71	38.89	49.28	46.77	46.30	28.99
Grade 4	5.88	18.97	11.43	47.06	46.55	51.43	47.06	34.48	37.14
Grade 5	18.03	16.67	16.67	45.90	56.25	51.67	36.07	27.08	31.67
Grade 6	18.84	32.26	22.64	52.17	58.06	60.38	28.99	9.68	16.98
All Grades	14.81	21.17	17.86	46.09	50.00	52.78	39.09	28.83	29.37

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the 19-20 CAASPP assessments were canceled. Data represents the previous three years.
43.7% our student population "Exceeded" or "Met" proficiency on the ELA portion of the CAASPP, an increase of 11.6 percentage points over previous year.

2. All domains showed an decrease in percentage of students "Above Standards" over previous three year.

3. An increase in the percentage of students "Below Standards" in three out of the four domains.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64	55	72	64	54	70	64	54	69	100	98.2	97.2
Grade 4	52	59	72	52	58	70	52	58	70	100	98.3	97.2
Grade 5	62	50	60	62	49	60	62	49	60	100	98	100
Grade 6	69	62	53	69	62	53	69	62	53	100	100	100
All Grades	247	226	257	247	223	253	247	223	252	100	98.7	98.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2374.	2394.	2399.	10.94	7.41	10.14	9.38	16.67	23.19	23.44	31.48	26.09	56.25	44.44	40.58
Grade 4	2428.	2434.	2429.	9.62	6.90	7.14	7.69	17.24	14.29	40.38	36.21	37.14	42.31	39.66	41.43
Grade 5	2470.	2479.	2463.	4.84	8.16	8.33	19.35	16.33	8.33	37.10	36.73	38.33	38.71	38.78	45.00
Grade 6	2465.	2524.	2514.	8.70	14.52	16.98	13.04	29.03	15.09	26.09	32.26	35.85	52.17	24.19	32.08
All Grades	N/A	N/A	N/A	8.50	9.42	10.32	12.55	20.18	15.48	31.17	34.08	34.13	47.77	36.32	40.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.19	11.11	15.94	18.75	38.89	30.43	64.06	50.00	53.62
Grade 4	13.46	8.62	12.86	28.85	32.76	28.57	57.69	58.62	58.57
Grade 5	11.29	14.29	8.33	38.71	38.78	26.67	50.00	46.94	65.00
Grade 6	13.04	25.81	18.87	17.39	43.55	39.62	69.57	30.65	41.51
All Grades	13.77	15.25	13.89	25.51	38.57	30.95	60.73	46.19	55.16

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	7.41	21.74	35.94	48.15	44.93	51.56	44.44	33.33
Grade 4	11.54	15.52	10.00	40.38	36.21	44.29	48.08	48.28	45.71
Grade 5	4.84	14.29	8.33	56.45	46.94	50.00	38.71	38.78	41.67
Grade 6	10.14	16.13	22.64	42.03	53.23	39.62	47.83	30.65	37.74
All Grades	9.72	13.45	15.48	43.72	46.19	44.84	46.56	40.36	39.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	10.94	18.52	10.14	50.00	50.00	57.97	39.06	31.48	31.88
Grade 4	9.62	12.07	15.71	38.46	39.66	32.86	51.92	48.28	51.43
Grade 5	4.84	6.12	6.67	56.45	57.14	53.33	38.71	36.73	40.00
Grade 6	10.14	22.58	9.43	53.62	58.06	60.38	36.23	19.35	30.19
All Grades	8.91	15.25	10.71	50.20	51.12	50.40	40.89	33.63	38.89

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the 19-20 CAASPP assessments were canceled. Data represents the previous three years.
43.8% our student population "Exceeded" or "Met" proficiency on the Mathematics portion of the CAASPP, a decrease of 10 percentage points over previous year.

2. Two out of three domains showed an decrease in percentage of students "Above Standards" over previous year.

3. An average of 5% point increase in the number of students "Below Standards" in all domains.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1474.9	1452.3	1475.6	1457.9	1473.0	1438.9	16	20
Grade 1	1471.1	1474.3	1499.7	1487.1	1441.9	1460.8	22	18
Grade 2	1501.6	1498.2	1503.6	1516.5	1499.1	1479.3	28	24
Grade 3	1486.2	1502.2	1485.5	1507.1	1486.2	1496.8	27	29
Grade 4	1503.2	1506.9	1496.7	1513.2	1509.0	1500.0	25	31
Grade 5	1529.5	1541.1	1508.4	1543.5	1550.2	1538.1	18	24
Grade 6	1541.6	1528.6	1541.4	1529.1	1541.2	1527.7	16	11
All Grades							152	157

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00	*	50.00	*	25.00		0.00	16	20
1	*	22.22	*	38.89	*	38.89	*	0.00	22	18
2	50.00	29.17	*	50.00	*	12.50		8.33	28	24
3	*	24.14	*	31.03	*	34.48	*	10.34	27	29
4	*	19.35	56.00	35.48	*	22.58	*	22.58	25	31
5	*	33.33	*	41.67	*	16.67	*	8.33	18	24
6	*	18.18	*	54.55		18.18	*	9.09	16	11
All Grades	37.50	24.84	36.18	41.40	16.45	24.20	9.87	9.55	152	157

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	30.00	*	55.00	*	15.00		0.00	16	20
1	68.18	27.78	*	61.11	*	11.11	*	0.00	22	18
2	71.43	58.33	*	29.17	*	4.17		8.33	28	24
3	*	44.83	*	27.59	*	17.24	*	10.34	27	29
4	*	35.48	52.00	35.48		12.90	*	16.13	25	31
5	*	58.33	*	29.17	*	4.17	*	8.33	18	24
6	75.00	45.45	*	45.45	*	0.00	*	9.09	16	11
All Grades	55.92	43.31	28.29	38.22	8.55	10.19	7.24	8.28	152	157

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.00	*	40.00	*	40.00	*	5.00	16	20
1	*	22.22	*	27.78	*	16.67	*	33.33	22	18
2	46.43	4.17	*	37.50	*	33.33	*	25.00	28	24
3		3.45	*	48.28	*	20.69	44.44	27.59	27	29
4	*	0.00	*	32.26	*	35.48	*	32.26	25	31
5	*	12.50	*	20.83	*	58.33	*	8.33	18	24
6	*	0.00	*	45.45	*	27.27	*	27.27	16	11
All Grades	26.32	7.64	26.32	35.67	21.05	33.76	26.32	22.93	152	157

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.75	15.00	*	85.00		0.00	16	20
1	81.82	50.00	*	50.00	*	0.00	22	18
2	50.00	41.67	50.00	50.00		8.33	28	24
3	*	24.14	59.26	51.72	*	24.14	27	29
4	*	32.26	68.00	51.61	*	16.13	25	31
5	*	20.83	*	70.83	*	8.33	18	24
6	*	9.09	*	63.64	*	27.27	16	11
All Grades	46.05	28.66	46.05	59.24	7.89	12.10	152	157

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	45.00	*	55.00		0.00	16	20
1	72.73	16.67	*	77.78	*	5.56	22	18
2	82.14	66.67	*	25.00		8.33	28	24
3	40.74	75.86	*	24.14	*	0.00	27	29
4	68.00	51.61	*	29.03	*	19.35	25	31
5	72.22	75.00	*	16.67	*	8.33	18	24
6	87.50	90.91	*	0.00	*	9.09	16	11
All Grades	67.76	59.87	24.34	32.48	7.89	7.64	152	157

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.00	*	85.00		5.00	16	20
1	*	33.33	*	33.33	*	33.33	22	18
2	46.43	4.17	*	66.67	*	29.17	28	24
3		6.90	48.15	51.72	51.85	41.38	27	29
4	*	0.00	60.00	58.06	*	41.94	25	31
5	*	16.67	*	70.83	*	12.50	18	24
6	*	0.00	*	54.55	*	45.45	16	11
All Grades	28.29	9.55	41.45	60.51	30.26	29.94	152	157

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	45.00	*	45.00	*	10.00	16	20
1	*	16.67	59.09	55.56	*	27.78	22	18
2	*	16.67	60.71	70.83	*	12.50	28	24
3	*	13.79	74.07	75.86	*	10.34	27	29
4	*	6.45	56.00	74.19	*	19.35	25	31
5	66.67	20.83	*	70.83	*	8.33	18	24
6	*	27.27	*	63.64	*	9.09	16	11
All Grades	34.21	19.11	50.66	66.88	15.13	14.01	152	157

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the 19-20 ELPAC assessments were canceled. Data represents the previous three years.
81.5% of students are at Level 3 or 4 in Oral Language while only 43.3% are at Level 3 or 4 in Written Language.

2. Percentage of students decreased in Listening (28.7% Well Developed) compared to previous year (46.0%).

3. Students are struggling the most in both the Reading (9.6% Well Developed) and Writing (19.1% Well Developed) domains.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
454	**47.4**	**35.7**	**0.4**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	162	35.7
Foster Youth	2	0.4
Homeless	40	8.8
Socioeconomically Disadvantaged	215	47.4
Students with Disabilities	45	9.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.6
American Indian	1	0.2
Asian	16	3.5
Filipino	18	4.0
Hispanic	249	54.8
Two or More Races	17	3.7
Pacific Islander	2	0.4
White	111	24.4

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, data represents the previous year.
   47.4% of students at Santiago STEAM Magnet are within the Socioeconomically Disadvantaged subgroup.

2. Almost 36% of students at Santiago STEAM magnet are within the English Learner subgroup

3. Almost 55% of students at Santiago STEAM Magnet students are within the Hispanic subgroup.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the data represents the previous year.
Students in both ELA and Mathematics are within the orange performance band.

2. A small portion of our population continues to negatively effect our Chronic Absenteeism rates.

3. While performance on suspension rates for all students appear low, this actually effect a small portion of students at Santiago STEAM Magnet.
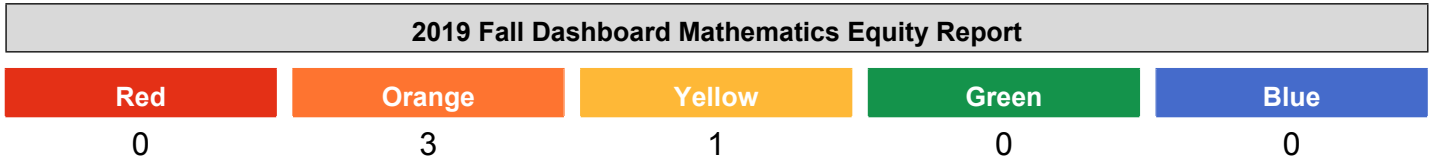
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
18.4 points below standard	63.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.2 points	Declined -13.2 points	2
247	102	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
86.7 points below standard	53.8 points below standard	52.1 points below standard
Declined Significantly -42.3 points	Declined -7.9 points	Increased Significantly ++23.9 points
15	128	33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7		6	9

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
41.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22 points above standard
Maintained +1 points			Declined -4.4 points
146	7	2	59

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.8 points below standard	32.7 points above standard	12.8 points above standard
Maintained 0 points	Declined Significantly -39.2 points	Maintained ++2.2 points
90	12	136

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the data represents the previous year.
All students maintained in ELA compared to the previous year.

2. Santiago's Hispanic population maintained in ELA compared to the previous year.

3. Santiago's current English learners maintained in ELA compared to the previous year.

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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
47.2 points below standard	85.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9 points	Declined -12.7 points	
247	102	2

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
107.1 points below standard	76 points below standard	110.7 points below standard
Declined Significantly -29.3 points	Declined -11.5 points	Declined -14.2 points
15	128	33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7		6	9
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
69.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	10.2 points below standard
Declined -7.5 points			Declined -14.1 points
146	7	2	59

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.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.9 points below standard	18.8 points below standard	19.1 points below standard
Declined -4.7 points	Declined Significantly -25.9 points	Declined -8.4 points
90	12	136

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the data represents the previous year.
All students declined in mathematics compared to the previous year.

2. Santiago's Hispanic population declined in mathematics compared to the previous year.

3. Current English learners declined in mathematics compared to the previous year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.3 making progress towards English language proficiency
Number of EL Students: 132
Performance Level: Medium
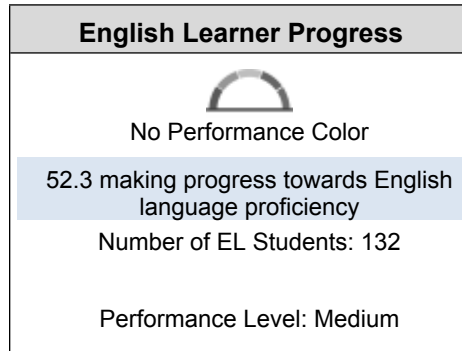
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	33	19	50

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the data represents the previous year.
Percentage of English Learners progressing at least one ELP level was higher than all other designations.

2. Over 77% of English learners maintained or showed progress toward their ELPI level.
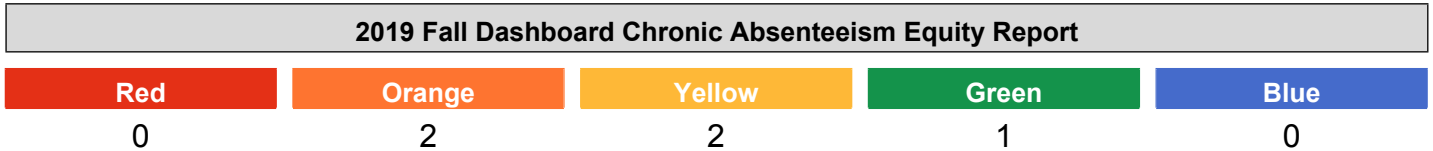
3. 23% of English learners decreased one ELDI level.

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:

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
5.6	6	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Maintained -0.4	
465	168	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
21.2	8.6	12.2
Declined -9.3	Increased +0.7	Increased +5.1
52	233	49

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
16.7	Less than 11 Students - Data Not Displayed for Privacy	0	0
Declined -1.5		Maintained 0	Maintained 0
	1		
12		19	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
6.3	8.5	Less than 11 Students - Data Not Displayed for Privacy	3.6
Maintained +0.1	Increased +8.5		Declined -4.4
		2	
255	47		111

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the data represents the previous year.
   Overall, chronic absenteeism Maintained compared to the previous year.

2. Students in Santiago's "Homeless" subgroup declined in chronic absenteeism compared to the previous year.

3. Students in Santiago's "White" subgroup declined in chronic absenteeism compared to the previous year.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	2	0
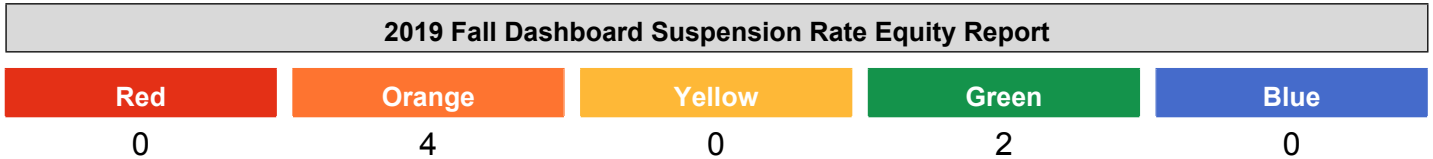
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
1.9	1.2	Less than 11 Students - Data Not
		2
Maintained +0.2	Declined -0.7	
473	171	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
1.8	2.1	2
Increased +1.8	Increased +0.8	Increased +2
55	236	49

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3	Less than 11 Students - Data Not Displayed for Privacy 1	0	0
Increased +8.3		Maintained 0	Declined -11.8
12		20	18

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Orange
1.9	2.1	Less than 11 Students - Data Not Displayed for Privacy 2	1.8
Increased +0.7	Declined -1.1		Increased +0.7
260	47		113

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	1.9

Conclusions based on this data:

1. Due to COVID-19 and the closure of school, the data represents the previous year.
Santiago's overall percentage (1.9%) maintained compared to the previous year..

2. "Students with Disabilities" percentage (2%) increased over the previous year.

3. Suspensions continue to stay at low levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond.

Goal 1

All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond.

Identified Need

This is the second year of Santiago STEAM Magnet. Focusing on High-Quality Project-Based Learning and ELA/mathematics Foundational Blocks are the cornerstone of Santiago's school plan. All stakeholder advisory groups reviewed student achievement data and discussed the importance of providing a well balanced curriculum to support the whole child. To that end, all stakeholder advisory groups agreed to align Santiago's resources around increasing student proficiency in ELA and mathematics, as well as, developing students' knowledge and skills centered around STEAM Instruction and High-Quality Project-Based Learning (HQPBL). Santiago's English Language Advisory Committee (ELAC) believed most of Santiago's resources for their students should be focused on ELA/mathematics foundational skills. This was continually expressed to them at parent/teacher conferences throughout the school year. Local data and the California School Dashboard data continues to show the achievement gap between "all" students and the specific student subgroups of English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, resulting in a significant area of need. Students in Santiago's subgroups have declined both ELA and mathematics and continue to fall behind "all" students across all subjects areas. There also continues to be support for instruction and intervention for all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: ELA/Literacy grades 3-6	2019 ELA California Dashboard: ALL: Orange - 18.4 points below standard - maintained (2019) ELL: Orange - 63.9 points below standard - declined (2019) SED: Orange - 53.8 points below standards - declined (2019) SWD: No Performance Color	2021 ELA California Dashboard: ALL: Yellow - increased by 3 to 15 points (2021) ELL: Yellow - increased by 3 to 15 points (2021) SED: Yellow - increased by 3 to 15 points (2021) SWD: Yellow - increased by 3 to 15 points (2021)
California Dashboard: Mathematics grades 3-6	CAASPP Math California Dashboard 2019 Math Dashboard:	2021 Math California Dashboard:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ALL: Orange - 47.2 points below standard - declined (2019) ELL: Orange - 85.1 points below standard - declined (2019) SED: Orange - 76 points below standard - declined (2019) SWD: No Performance Color	ALL: Yellow - increased by 3 to 15 points (2021) ELL: Yellow - increased by 3 to 15 points (2021) SED: Yellow - increased by 3 to 15 points (2021) SWD: Yellow - increased by 3 to 15 points (2021)
California Dashboard: English Learner Progress Indicator	52.3% making progress towards English language proficiency Performance Level: Medium (2019)	60.0% making progress towards English language proficiency (2021)
California Dashboard: Student English Language Acquisition	37.8% showed at least one year of progress (2019)	40.0% showing at least one year of progress (2021)
SVUSD Data: Acadience ELA MOY Grades K-6	Average Composite Scores: ALL: 278.9 - Increase (2020) ELL: 199.3 - Decrease (2020) SED: 213.0 - Increased (2020) SWD: 227.0 - Increased (2020)	Average Composite Scores: o All: 290.0 (2021) o EL: 225.0 (2021) o SED: 250.0 (2021) o SWD: 250.0 (2021)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A. ELA/ELD Core Instructional Program

A1. All teachers at Santiago STEAM Magnet 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 HQPBL Units.

Teachers will continue to provide differentiated instruction in a small group setting (Foundational Skills) for all students based on their specific needs.

Content and language objectives and Thinking Maps will be emphasized and used as learning tools for students to ensure they understand:
1. What they need to know.
2. Why they need to know it.
3. How they need to show it.

Instructional Coach will support School Site Leadership Team and teachers in academic goals, planning professional development calendar, interpreting data, modeling appropriate instructional strategies, and modifying goals and actions as needed.

Planning and Professional Development (ELA/ELD)

Professional development opportunities for teachers, coach, and administration will be provided either as onsite training/planning or by attending conferences related to Reading/Language Arts to learn best practices for closing the achievement gap. New learning will be shared at grade level collaboration planning days and staff meetings to increase the knowledge and skills of all teachers.

ELA/ELD Materials

Materials (ie., technology, online resources, library books, leveled readers, and other resources) will be used as necessary in order to provide identified students with appropriately leveled curriculum for whole/small group instruction and collaborative/independent work.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A2. ELA Assessments and Tier II and Tier III Interventions

Fountas and Pinnell Running Records, CORE Reading, all Benchmark Advance, and Acadience 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.

Teachers will develop and refine a school-wide MTSS Intervention Plan to focus on First Instruction and Tier II Instruction 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.

All students, including 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.

Student Success Team will develop an annual calendar to work with necessary teachers to review students entered into Santiago's MTSS process.

Teachers will provide small group Tier II instruction in ELA for identified students who are not proficient in the necessary grade level skills focusing on English learners and low socio-economically disadvantaged students through our MTSS process. Grade level collaboration with instructional coach will be used to develop Tier II instruction.

Intervention teachers will provide Tier II and Tier III ELA intervention to students with intensive needs during small group or one on one as identified through Fountas & Pinnell, Benchmark interim, Acadience Reading assessments, or another assessment determined by the school's MTSS team.

Tier II & Tier III Intervention Planning and Professional Development (ELA/ELD)
Professional development opportunities for teachers, coach, and administration will be provided either as onsite training/planning or by attending conferences related to Tier II and Tier II interventions to learn best practices for closing the achievement gap. New learning will be shared at grade level collaboration planning days and staff meetings to increase the knowledge and skills of all teachers.

Tier II & Tier III Materials

Materials (ie., technology, online resources, library books, leveled readers, and other resources) will be used as necessary in order to provide identified students with appropriately leveled curriculum for whole/small group instruction/intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
57,700.00	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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 specifically on ELD 1s, 2s, and Newcomers.

EL Planning and Professional Development
Professional development opportunities for teachers, coach, and administration will be provided either as onsite training/planning or by attending conferences related to designated English language development to learn best practices for closing the achievement gap. New learning will be shared at grade level collaboration planning days and staff meetings to increase the knowledge and skills of all teachers.

EL Materials

Materials (ie., technology, online resources, library books, leveled readers, and other resources) will be used as necessary in order to provide EL students with appropriately leveled curriculum for whole/small group instruction/intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 lessons and activities that support the conceptual development, procedural, fluency, and problem solving skills to become successful in mathematical comprehension within and outside of their HQPBL Units.

Teachers will continue to provide differentiated instruction in a small group setting (Math Foundational Skills) for all students based on their specific needs.

Math Content and language objectives will be emphasized and used as learning tools for students to ensure they understand:
1. What they need to know.
2. Why they need to know it.

3. How they need to show it.

Instructional Coach will support School Site Leadership Team and teachers in academic goals, planning professional development calendar, interpreting data, appropriate instructional strategies, and modifying goals and actions as needed.

Planning and Professional Development

Professional development opportunities for teachers, coach, and administration will be provided either as onsite training/planning or by attending 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.

Grade level collaboration and staff development will have all teachers learning, planning, and implementing ST Math, Thinking Maps, and strategies to support mathematical concepts and procedures. Content and language objectives will be emphasized during trainings/planning and used as a learning tool with students to ensure understanding of the purpose of the learning.

Every opportunity to incorporate mathematical concepts/standards throughout their HQPBL Units will be emphasized during collaboration planning and trainings.

Mathematics Materials

Materials, including technology, online resources, will be used as necessary in order to provide identified students with appropriately leveled curriculum for whole/small group instruction and collaborative/independent work.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

B2. Math Assessments and Interventions

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.

Teachers will develop and refine a school-wide MTSS Intervention Plan to focus on First Instruction and Tier II Interventions in Mathematics that will focus on conceptual development, procedural, and problem solving skills to become successful in mathematical comprehension.

All students, including 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.

Student Success Team will develop an annual calendar to work with necessary teachers to review students entered into Santiago's MTSS process.

Teachers will provide small group Tier II instruction in mathematics for identified students who are not proficient in the necessary grade level skills focusing on English learners and low socio-economically disadvantaged students through our MTSS process. Grade level collaboration with instructional coach will be used to develop Tier II instruction.

Intervention teachers will provide Tier II and Tier III mathematics intervention to students with intensive needs during small group or one on one as identified through Mathematics Performance Task assessments, or another assessment determined by the school's MTSS team.

Planning and Professional Development (Assessments and Interventions)

Professional development opportunities for teachers, coach, and administration will be provided either as onsite training/planning or by attending 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.

Grade level collaboration and staff development will have all teachers learning, planning and implementing ST Math, Thinking Maps, and strategies to support mathematical concepts and procedures. Content and language objectives will be emphasized during trainings/planning and used as a learning tool with students to ensure understanding of the purpose of the learning.

Every opportunity to incorporate mathematical concepts/standards throughout their HQPBL Units will be emphasized during collaboration planning and trainings.

Mathematics Intervention and Assessment Materials

Materials, including technology, online resources, will be used as necessary in order to provide identified students with appropriately leveled curriculum for whole/small group instruction/intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,400.00	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

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.

An emphasis on academic vocabulary strategies to assist English learners in attaining new mathematical concepts.

Planning and Professional Development (Mathematics)

Professional development opportunities for teachers, coach, and administration will be provided either as onsite training/planning or by attending 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.

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/planning and used as a learning tool with students to ensure understanding of the purpose of the learning.

Every opportunity to incorporate mathematical concepts/standards throughout their HQPBL Units will be emphasized during collaboration planning and trainings.

Mathematics Materials to Support EL Learners

Materials, including technology and online resources, will be used as necessary in order to provide identified students with appropriately leveled curriculum for whole/small group instruction and collaborative/independent work specific for English language learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

C. STEAM/HQPBL Instruction

C1. All teachers at Santiago STEAM Magnet will use NGSS standards as their overall focus for each STEAM/HQPBL unit. Common Core ELA and Mathematics, English Language Development, Social Studies, Health, PE, Technology and Arts standards will be included throughout each STEAM/HQPBL unit strategically to support the overall growth of each student and to ensure a guaranteed and viable curriculum.

Teachers will provide differentiated small group instruction, as needed, to support all students in HQPBL, Human Centered Design Thinking and all content areas.

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.

Rubrics will be developed to support reflection, growth and progress toward mastery of state standards, HQPBL units, and Human Centered Design Thinking.

Field Trips will be integrated within STEAM/HQPBL units, as needed, to proved real world experiences and expertise.

STEAM/HQPBL Materials, Technology, and Flexible Learning Environments

Purchase and repair of all materials, as well as technological tools, including, but not limited to, "internet of things" devices, robotics, laser and 3-D printers, and online resources, will be used, as necessary, in order to provide all students, including those within subgroups, the resources necessary to support HQPBL, STEAM Instruction, and the Human Centered Design Thinking process.

Develop flexible learner-centered environments, including an Innovative STEAM Lab, STEAM Pods, and STEAM Quads 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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500.00	Title I Part A: Allocation

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

C2. Assessments and Tier II Interventions within HQPBL

Grade level teams will use rubrics to determine growth and needs of students and provide tiered support toward mastery of state standards, HQPBL units, and Human Centered Design Thinking.

Teachers will support students with intensive needs as identified through HQPBL rubrics, or another assessment determined by the school's MTSS team.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

C3. 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 all skills and content matter within HQPBL.

An emphasis on academic vocabulary strategies to assist English learners in attaining new content matter.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

1,072.00   Title I Part A: Allocation

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

C4. Planning and Professional Development (STEAM Instruction/High-Quality Project-Based Learning)

Professional Development/Planning Days will be used for the continual teacher development in HQPBL, STEAM Interdisciplinary Instruction, Human Centered Design Thinking process, state standards, as well as refinement and development of each HQPBL unit.

Attending and presenting at conferences pertaining the HQPBL, STEAM, and Human Centered Design Thinking will help in the further development of each teacher's skill set in Santiago's HQPBL format.

Instructional Coach will support the development, refinement, and cohesion of STEAM/HQPBL units in all grades through professional development days, grade level collaboration meetings, observations, and modeling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000.00	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A1. ELA Core Instruction
A2. ELA Assessments and Tier II and Tier III Interventions
A3. English Language Development

Santiago focused on SVReads, a district-wide program addressing the needs of our struggling readers through assessments, data analysis, targeted Tier I and Tier II instruction/intervention. Santiago participated in the district's MTSS Cohort to develop an MTSS program to support our struggling readers in all subgroups. A draft of our process is complete, assessments have been chosen, a discussions are ongoing to improve our process for supporting students and staff.

2019 ELA California Dashboard:
ALL: Orange - 18.4 points below standard - maintained (2019)
ELL: Orange - 63.9 points below standard - declined (2019)
SED: Orange - 53.8 points below standards - declined (2019)
SWD: No Performance Color

California Dashboard: English Learner Progress Indicator
52.3% making progress towards English language proficiency
Performance Level: Medium (2019)

California Dashboard: Student English Language Acquisition
37.8% showed at least one year of progress (2019)

Acadience Reading Progress
Middle of Year Assessment Data (Average Composite Score)
ALL: 278.9 - Increase (2020)
ELL: 199.3 - Decrease (2020)
SED: 213.0 - Increased (2020)
SWD: 227.0 - Increased (2020)

B1. Math Core Instructional Program
B2. Math Assessments and Interventions
B3. English Language Development (Integrated)

Little time was spent focusing on mathematics this year with the main emphasis on SVReads and
MTSS for ELA. Teachers would like more support in math instruction/intervention with an
emphasis in adopting a universal screener and progress monitoring tool for math to be used during
data teams for planning instruction based on student needs.

CAASPP Math California Dashboard
2019 Math Dashboard:
ALL: Orange - 47.2 points below standard - declined (2019)
ELL: Orange - 85.1 points below standard - declined (2019)
SED: Orange - 76 points below standard - declined (2019)
SWD: No Performance Color

C1. All teachers at Santiago STEAM Magnet will use NGSS standards as their overall focus for
each STEAM/HQPBL unit. Common Core ELA and Mathematics, English Language Development,
Social Studies, Health, PE, Technology and Arts standards will be included throughout each
STEAM/HQPBL unit strategically to support the overall growth of each student and to ensure a
guaranteed and viable curriculum.
C2. Assessments and Tier II Interventions within HQPBL
C3. English Language Development (Integrated)
C4. Planning and Professional Development (STEAM Instruction/High-Quality Project-Based
Learning)

Teachers spent a considerable amount of our structured planning time developing and refining
grade level HQPBL units. Due to the outbreak of COVID-19, we were unable to complete the end
of the year assessment/rubric to monitor growth school-wide.

Briefly describe any major differences between the intended implementation and/or the budgeted
expenditures to implement the strategies/activities to meet the articulated goal.

A1-A3: Due to COVID-19, many of our grade level planning days were unused, keeping teachers from providing instruction at the intended level necessary to show adequate student growth.

B1-B3: Due to COVID-19, many of our grade level planning days were unused, keeping teachers from providing instruction at the intended level necessary to show adequate student growth.

C1-C4: Due to COVID-19, many of our grade level planning days were unused, keeping teachers from providing instruction at the intended level necessary to show adequate student growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal was modified to align closer to SVUSD's district academic goal. Annual outcomes will be aligned using the California Dashboard and district wide assessments. Less activities are included to focus our attention on building strong First Instruction, Intervention and English learner supports in ELA, mathematics, and HQPBL through professional development time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Each school site will develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Goal 2

Santiago STEAM Magnet will develop and maintain positive family and community involvement and engagement to promote and support student success.

Identified Need

Looking at student engagement, the California Dashboard represents Santiago STEAM Magnet's suspension rate over the last three years (2017, 2018, 2019): 0.9%, 1.7%, and 1.9%. The largest increase was with their English Learners at a 1.3% increase. Both English Learners and Hispanics fell within the Orange performance level. Second Step End of the Year assessment results showed...

Looking at parent involvement, Back to School Night attendance included 390 adults for 450 students. During our second Ignite Night, attendance included 345 adults for 450 students. There were also 4,563 teacher posts, 17,942 likes/comments and 31,456 instant messages between teachers and parents from July 1, 2018 - May 31, 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard: Suspension Rate	% of students suspended at least once: o All: 1.7% (2019), 1.9% (2020) o EL: 1.9% (2019), 1.2% (2020) o SED: 1.3% (2019), 2.1% (2020) o SWD: 0% (2019), 2.0% (2020)	% of students suspended at least once: o All: 1.5% (2021) o EL: 1.5% (2021) o SED: 1.0% (2021) o SWD: 1.5% (2021)
Second Step EOY Assessment	Average percentage by: o All: 79.7% (2018), 72.4% (2019), No Test due to COVID-19 (19-20) o K: 92% (2018), 86% (2019), No Test due to COVID-19 (2020) o 1: 80% (2018), 86% (2019), No Test due to COVID-19 (2020)	Average percentage by: o All: 82% (2021) o K: 92% (2021) o 1: 90% (2021) o 2: 90% (2021) o 3: 60% (2021) o 4: 80% (2021) o 5: 75% (2021) o 6: 80% (2021)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	o 2: 69% (2018), 40% (2019), No Test due to COVID-19 (2020) o 3: 73% (2018), 77% (2019), No Test due to COVID-19 (2020) o 4: No Data (2018), 69% (2019), No Test due to COVID-19 (2020) o 5: 83% (2018), 70% (2019), No Test due to COVID-19 (2020) o 6: 82% (2018), 79% (2019), No Test due to COVID-19 (2020)	
California Dashboard: Chronic Absenteeism	All: 5.6% absent - maintained (2020) EL: 6.0% absent - maintained (2020) SED: 8.6% absent - increased (2020) SWD: 12.2% absent - increased (2020)	All: 4.0% (2021) EL: 4.0% (2021) SED: 5.0% (2021) SWD: 8.0% (2021)
Bloomz Communication App.	Number of teacher posts: 4,563 posts representing 16 teachers / average 285 (18-19) 11,045 posts representing 20 teachers / average 552 (19-20)	Number of teacher posts: average 350 posts per teacher (20-21)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A1. Develop a School-wide Positive Behavior Intervention Support System (PBIS) including a positive behavior matrix, school-wide consequence system, and a behavior tracking system. School-wide Character Award Assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A2. All students will receive Tier I Social/Emotional instruction to support their understanding and use in Skills for Learning, Empathy, Emotional Management, and Problem Solving.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A3. All Teachers will increase their understanding in behavioral and social/emotional instruction through professional development and planning days.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A4. Develop Career Day 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100.00	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A5. 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A6. Communication and support with/for families to increase the use of social media and a school-wide communication app on an ongoing basis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500.00	Title I Part A: Parent Involvement

Strategy/Activity 7
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

A7. Bilingual Parent Advocates will communicate through apps, social media, and face to face meetings and workshops, as well as assist parents in the use and understanding of technology to support and increase parent involvement with English Language Learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A1. Develop a School-wide Positive Behavior Intervention Support System (PBIS) including a positive behavior matrix, school-wide consequence system, and a behavior tracking system. School-wide Character Award Assemblies.

Santiago participated in the district's PBIS Cohort to develop a school-wide PBIS system. We spent a considerable amount of time and resources in its development. Due to COVID-19, we fell short of completion of our PBIS handbook. A positive behavior matrix, consequence system and behavior tracking document have been completed.

A2. All students will receive Tier I Social/Emotional instruction to support their understanding and use in Skills for Learning, Empathy, Emotional Management, and Problem Solving.
A3. All Teachers will increase their understanding in behavioral and social/emotional instruction through professional development and planning days.

All teachers and classes have implemented a social-emotional curriculum (Second Step), as well as partnered with Western Youth Services to provide teachers with Zones of Regulation curriculum.

A4. Develop Career Day 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.

Due to COVID-19, the 2020 Career Day was canceled.

A5. Parent Educational Nights, Ignite Nights, and quarterly ELAC Meetings to increase parent involvement and parents knowledge in supporting their children's' academics and social/emotional needs.

Santiago was able to host two Ignite Nights this year, as well as all four ELAC meetings. There was a lot of parent participation in both types of events, with positive feedback from parents for Ignite Nights and EL parents for our ELAC meetings. EL parents comment on the high level of transparency during our meetings. Parents feel supported and heard.

A6. Communication and support with/for families to increase the use of social media and a school-wide communication app on an ongoing basis.

Communication has increased dramatically this year (especially since COVID-19) through the use of our Bloomz app. Posts to parents almost increased three-fold.

A7. Bilingual Parent Advocates will communicate through apps, social media, and face to face meetings and workshops, as well as assist parents in the use and understanding of technology to support and increase parent involvement with English Language Learners.

Santiago's BPAs did an exceptional job supporting our EL parents this year. They conducted and interpreted all ELAC meetings, worked extensively with parents during COVID-19 to assist our EL parents with accessing Blooms, email addresses, SVUSD's online portal, and Google Classroom for their children through constant phone calls. As teachers notified them that students were not participating in Distance Learning, our BPAs consistently made phone calls to reach families and provide them with the supports needed to amen sure their children became involved with Distance Learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A considerable amount of Title I funds were spent on signage for our PBIS program. All strategies/activities were consistent with their intended purpose.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be a greater need to develop and implement some form on Parent Educational Nights (either in person or virtual) to educate parents supporting their child with Blended/Distance Learning, the importance of attendance, and strategies to use at home regarding behavior and social-emotional needs as COVID-19 continues and decreases.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$100,272.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$96,772.00
Title I Part A: Parent Involvement	$3,500.00

Subtotal of additional federal funds included for this school: $100,272.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $100,272.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Howard Johnston	Principal
Catherine Scanlon	Classroom Teacher
Katie Reiss	Classroom Teacher
Sylvia Brown	Classroom Teacher
Linda Kennedy	Other School Staff
Jami Orlowski	Parent or Community Member
Jamie Goodwyn	Parent or Community Member
Jennifer Mavros	Parent or Community Member
Kari Irwin	Parent or Community Member
Fernando Fronda	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on June 5, 2020.

Attested:

	Principal, Howard Johnston on June 5, 2020
	SSC Chairperson, Howard Johnston on June 5, 2020

7. ESTIMATED CATEGORICAL FUNDING ALLOCATION

Year: 2020-2021   **School:** **Santiago (566)**

Object	Description	3461 Title I	3414 Title IIA	0138081466 ESTIMATED LCAP EL SITE BASED	0138081366 ESTIMATED LCAP Site based	0138089366 Inclusive Practices
	Estimated New Award	96,772				
	Title I Parent Involvement	3,500				
	Prior Year Carry-over (will be notified late Aug.)					
Amount to be allocated to obj codes		**100,272**	**0**	**0**	**0**	**0**
1110	Cert Salary Teacher Spec Prog	62,000				
1115	Extra Duty Assignment Pay	1,000				
1130	Conference/Prof Growth Sub	20,100				
	subtotal	**83,100**	**0**	**0**	**0**	**0**
2110	Instructional Aide					
2115	Intructional Aide Extra Hours					
2130	Instructional Aide Sub					
2930	Campus Supervisor					
2260	Sch Comm Outreach/ Parent Advocate					
2264	Sch Comm Outreach/ Parent Advocate Sub					
2265	Sch Comm Outreach/ Parent Advocate Extra Hours	500				
2410	Clerks					
2415	Clerical/Extra Hours					
2440	Clerical/Sub					
	subtotal	**500**	**0**	**0**	**0**	**0**
3000	Fringe Benefits					
	subtotal	**0**	**0**	**0**	**0**	**0**
4210	Other Books					
4220	Library Books					
4310	Instructional Supplies (under $500 per item)	13,172				
4320	Software Supplies					
4322	Technology Supplies (under $500 per item)					
4410	Non-Capital Equipment/Supplies ($500-$4,999)					
4422	Technology Non-Cap Equip/Supplies ($500-$4,999)					
	subtotal	**13,172**	**0**	**0**	**0**	**0**
5210	Travel/Conference					
5220	Mileage Expense					
5310	Dues & Membership					
5630	Contract Services/Maintenance					
	subtotal	**0**	**0**	**0**	**0**	**0**
5711/5718	Print Shop Interprogram					
5712	Computer Support fee ($100 per new computer)					
5713	Computer Repair					
5714	Field Trips K-12 Interprogram					
	subtotal	**0**	**0**	**0**	**0**	**0**
5801	Contracted Services	3,500				
5809	Admission Fees					
5822	Technology Licenses					
	subtotal	**3,500**	**0**	**0**	**0**	**0**
TOTAL must match "Amount to be allocated to obj. codes"		**100,272**	**0**	**0**	**0**	**0**

Balance (must equal zero)   0   0   0   0   0

(the above balance needs to be spread) 62,000 (Divide between Salary and Benefits)

SCHOOL SITE COUNCIL MEETING
AGENDA
SEPTEMBER 23, 2019
3:00 PM - INNOVATION LAB

SANTIAGO STEAM MAGNET

Agenda Items

I.   Call Meeting to Order
II. Introduction of Members
III. Approval of SSC Bylaws
IV. Election of Officers
V.   Safety Plan
VI. New Items/Discussion
VII. Meeting Adjourned

SCHOOL SITE COUNCIL MEETING
SIGN-IN
SEPTEMBER 23, 2019
3:00 PM - INNOVATION LAB

SANTIAGO STEAM MAGNET

Name	Signature
Catherine Scanlon	*(signature)*
Katrina Reiss	*(signature)*
Sylvia Brown	*(signature)*
Linda Kennedy	*(signature)*
Jami Orlowski	*(signature)*
Jamie Goodwyn	
Jennifer Mavros	*(signature)*
Kari Irwin	*(signature)*
Fernando Fronda	*(signature)*
Howard Johnston	*(signature)*

School Site Council Minutes (SSC)
Sept 23, 2019

Start 3:00
- Introduction of members/Attendees
    - Catherine Scanlon
    - Howard Johnston
    - Katrina Reiss
    - Sylvia Brown
    - Linda Kennedy
    - Jami Orlowski
    - Kari Irwin
    - Fernando Fronda
    - Jennifer Marvos
- District changed the format of budgets for schools
    - Budget due dates were moved up to the spring for the following year
    - May to finalize by June, Board then approved for this year
    - Will meet again at the end of the year for the following year
- Primary Goal - For Parents Teachers and Admin to make decisions and spend categorical funds for our school (LCAP Funds, Title 1 Funds) - School Board needs to approve our budget plan
- Review Bylaws
    - Composition -
        - ELAC invited as an advisory capacity, Mr. Johnston reviews info with him, if not present. He is a liaison between the ELAC committee and SSC.
        - GATE - parent representation if they would like to attend are welcome.
    - Motion to Approve - Johnston
        - 2nd - Sylvia Brown
        - All in Favor
- Pick new officers
    - Chair -
        - Nominate Mr. Johnston
            - 2nd - Jennifer Marvos
            - All in Favor
        - Runs meetings and builds agendas
    - Vice Chair - Supports Chair
        - Nominate Ms. Reiss
            - 2nd - Linda Kennedy
            - All in Favor
    - Secretary - Takes notes for documentation for records
        - Nominate Mrs. Scanlon
        - 2nd - Jennifer Marvos
        - All in Favor
- Discuss Safety Plan
    - Attendance Summary

- Attendance is monitored and effects monies to the school district, for those without contracts
- Goal - Reduce Tardiness and Absences, increases the number of days present at school for our population of students
- Educate parents on the importance of daily attendance
    - Curve extra holiday days, so that we don't have absences that count against our funding and their education
    - Project Based learning - it's crucial that students are present
    - Morning Valet - Directing traffic safety is supported by teachers and increased the amount of time in the valet line.
    - Parking is becoming more efficient as parents are recognizing how to maneuver around our campus
- Areas to improve upon
    - Tardies has not improved
    - Early drop offs with no supervision
        - Teachers are required to do 15 hours of duty for the year
        - Can't be supervised prior to 7:58am
        - Parent Volunteers are not a dependable option
        - TLC morning drop off - Morning only - Full and $ restrictions
        - Playground supervisors start at recess
            - Different schools has shift splits. We need the coverages at recesses and lunches.
        - Fencing is not in the safety plan for the district
        - Various arguments for and against a closed campus
        - Number of students that are coming 20-40 kids on campus before
            - Collect data on
        - Stop Gap - District will come and they will look at the lay of the land and go through safety for our school with Mr. Johnston - mostly based on playground assistance
        - Within the Title 1 - 2 part-time librarians for Innovation Lab before and after school. (If we can fund an additional position - no funding as of today)
        - We will still continually send the message to not come to school before 8 a.m.
    - Before school duty -
        - Parents and stroller concern on the lower level
        - Congested area - hard to move around
        - Ideas for solutions
        - Create rules and enforce the rules that parents need to
            - Drop off backpacks and say goodbye to your child
            - Amount of space with students and parents

- ○ Kinder parents exception
- ○ Student Independence
- ○ Students not permitted to play on campus before school for safety
  - ○ Suspension and Expulsion
    - ● Focus on Student Social Emotional Well Being
      - ○ Second Step
      - ○ District Wide this year
    - ● Goal - to improve behavior and decrease suspension rates
    - ● Watch data on suspension and expulsion year to year are watched, as well
  - ○ Students arrive no earlier than 8am.
    - ● Add an additional crosswalk further up the street by the playground
    - ● Alleviate traffic and jaywalkers
    - ● City - Asks about traffic every year and Mr. Johnston gives feedback
    - ● No U-Turns signs recently posted
  - ○ School Beautification Projects
    - ● Parent has a lot of ideas for beautification
      - ○ Focus on one then proceed to the second property
    - ● 6th Grade Legacy Project/Girl Scout Project -
      - ○ Community Mini-Library
      - ○ Approval goes through district
    - ● PTA wants to be involved in the beautification
    - ● Outdoor learning environments
    - ● Address small ideas and then move forward on larger ideas
  - ○ Attendance (Page 8)
    - ● Recognize students with improved attendance - high profile students with significant amount of absences
    - ● Goal Setting - Bring up at conferences
    - ● Pass names onto Mr. Johnston of students who show improvement
  - ○ Social Emotional - Second STEP (Page 7)
    - ● Weekly Lessons and Homelinks
    - ● STEAM Rallies
    - ● Weekly Morning Announcements for Second STEP
  - ○ Parent Workshops -
    - ● Money available to pay teacher hourly to hold workshop
      - ■ Planning and workshop time - Kari Irwin
      - ■ Jennifer Marvos - Can hold workshops as well

- ● Title 1 - 4 School Site Council Meetings Per the Year

School Site Council Minutes (SSC)
Sept 23, 2019

- New Business
  - School Population of ELAC families - About the same number, less in K then in the past.
  - Percentage of Free and Reduced Application data are still being collected (Bigger impact than ELAC)
- District Wide
  - Emergency Drill Posters
  - OCDE likes the posters
- AERIES - Page 3 typo on the word AERIES
- Motion to approve safety plan 4:23 1st, 2nd, and approved
- Upcoming Meeting
  - December 2, 2019 @ 3pm
  - Last minute meetings if budget has a change that needs to be approved.

Meeting Adjourned @ 4:37pm

SCHOOL SITE COUNCIL MEETING
AGENDA
DECEMBER 2, 2019
3:30 PM - INNOVATION LAB

SANTIAGO STEAM MAGNET

Agenda Items
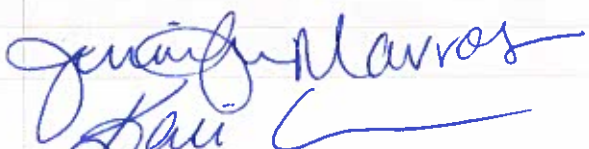
I. Call Meeting to Order
II. Bright Spots
III. Review Data
IV. Review Budget
V. Review Facilities Master Plan
VI. Budget Adjustments
VII. New Items/Discussion
VII. Meeting Adjourned

SCHOOL SITE COUNCIL MEETING
SIGN-IN
DECEMBER 2, 2019
3:30 PM - INNOVATION LAB

SANTIAGO STEAM MAGNET

Name	Signature
Catherine Scanlon	
Katrina Reiss	*Katrina Reiss*
Sylvia Brown	*(signature)*
Linda Kennedy	*Linda Kennedy*
Jami Orlowski	*Ja. Orlowsk*
Jamie Goodwyn	
Jennifer Mavros	*Jennifer Mavros*
Kari Irwin	*Kari*
Fernando Fronda	*(signature)*
Howard Johnston	*(signature)*

School Site Council Meeting

I. Call Meeting to Order - 3:30 pm in Innovation Lab
II. Bright Spots
III. Review Data
   A. Attendance Percentage by Month
      1. 94%-97% 2018- 19 School Year
      2. 97%-96% 2019-20 School Year so far (decline since last year
         a) We have students missing school because of trips.
         b) Need independent study
   B. Suspensions
      1. 2- 2018-19
      2. 2- 2019-20
   C. Acadience (Dibels)
      1. Growth across all grade levels
      2. K-3 Same growth from the same group of students in the next year
      3. 4th Grade- Decrease- could be the jump from primary to upper grade
      4. 5th Grade- Increase
      5. 6th Grade - Increase
   D. Panorama - Social-Emotion Learning Data -96% of students took assessment - 3rd- 6th Grade
      1. Self-Management - 80% believe it's a strength
      2. Social Awareness 78% believe it's a strength
      3. Sense of Belonging- 69% believe it's a strength
      4. Engagement- 69% believe it's a strength
      5. Self- Efficacy-48 % believe it's a strength
      6. Tier 1- Second Step
      7. Tier 2- Western Youth Services/ School Counselor
      8. Hoping to share data with students

9. Parent asked if there was a way to show the correlation of the Acadience and the social emotional

IV. Review Budget
   A. Budget
      1. Total- 63,999 Remaining- 15,384.51
      2. Field Trip Money
      3. Tech Supplies- repairs were taken from tech supplies
      4. Flexible (4000 section) money can be moved around)
      5. Non- Flexible (5000 section)- money needed to be approved by site council.
      6. Most of our budget was spent on updating and upgrading tech
      7. Left to Fund
         a) MTSS-
            (1)   PBIS- Posters, materials, tickets
            (2)   MTSS (ELA) assessments, MTSS Days, ELA/ELD Materials
         b) STEAM
            (1)   Field Trips
            (2)   STEAM Library Books
            (3)   Tech Repairs
            (4)   STEAM Materials
            (5)   HQPBL Planning Days
            (6)   Flexible Learning Environments

V. Review Facilities Master Plan
   A. Facilities Master Plan for the next 10 years
   B. Major Renovation
   C. District will come out and ask staff what is needed to make improvements

D. 1973- Built and light remodel 2002

E. Need to be clear on what is needed at the school

VI. Budget Adjustments

VII. New Items/Discussion

    A. US Department of Education- Green Ribbon School

        1. Projects aligned with environmental concerns

        2. District collaboration- solar panels, water quality

        3. Applications- once a year (October/ November)

        4. Composting

        5. Garden

        6. Support

            a) Staff

            b) PTA

            c) District

            d) Community Members

            e) City

    B. STEAM Schools

        1. Fresno- Came out to look at our school. They are looking to start a STEAM school

        2. Indigo School- looking to start a STEAM School

        3. Lots of people are interested in our school. Many phone calls coming in asking about next year.

    C. Next Meeting

        1. Last Two Meetings: Single Plan for Student Achievement - Title 1 and Magnet School

            a) Online Parent Surveys

            b) Teacher Input

        2. Next Meeting- Potentially late March

        3. Meetings- to discuss and finalize the plan

        4. By May- hoping to finalize the plan

VIII. Meeting Adjourned -4:42 PM

SCHOOL SITE COUNCIL MEETING
AGENDA
MAY 13, 2020
3:00 PM - ZOOM MEETING

SANTIAGO STEAM MAGNET

Agenda Items

I. Call Meeting to Order

II. SSC Business

  -Approval of Minutes

  -Review Current Student Data

  -Budget Updates

  -School Plan for Student Achievement Update

  -ELAC Updates

III. Public Comments

IV. SSC Discussion/New Items

V. Meeting Adjourned

School Site Council May 12, 2020

Attendees:
Howard Johnston
Catherine Scanlon
Katie Reiss
Sylvia Brown
Linda Kennedy
Tammy Cayuela
Kari Irwin
Jami Orlowski
Jamie Goodwin
Jennifer Marvos

1. Approve Minutes from previous meeting
   a. Howard 1st
   b. Catherine 2nd
   c. All - Aye
2. Howard - Meeting Goals
   a. Review Student Data
      i. Opinion on Money for Next Year
      ii. Current Data - Relevant based on mid-year assessments
         1. Compare this year mid-year to last year-mid
         2. 56% last year to 58% this year Proficient
         3. Gain 10 points to overall score
         4. Seeing Growth
         5. Need to address disparity in special populations
            a. EL vs EO
               i. Proficiency was a struggle for EL
                  1. 35% of students are EL
                  2. More EL in upper grades
                  3. Less EL in lower grades
               ii. EO showed growth
               iii. Soc. Eco. Disadvantaged Vs. Non-Disadvantaged
                  1. 1st, 2nd, & 5th Grade showing more proficiency than last year for Soc. Eco. Dis.
               iv. Need to target our EL population
            b. Overall 56% to 58%, so we are showing growth
   b. School Plan for Student Achievement
      i. Our goals are the same as last year, as they correlate to this year. They were the Districts goal too.
      ii. District has switched the order of their goals.
      iii. Santiago
         1. Improve school climate through increase student engagement and parent involvement
         2. Improve student performance, progress and literacy in all content areas

        iv. District
1. Each school site will develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.
2. All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond.

        v. Discuss moving forward on our goals for the upcoming years

        vi. California School Dashboard - How schools will be monitored by the district
1. Open to public
2. Results based on last years test scores (no data this year because of our current situation)
3. Current data on Ca. School Dashboard will be utilized for our plan for next year.
4. State rates school engagement by:
    a. Chronic Absenteeism -
        i. 5.6% Santiago Maintained,
        ii. 10.1% State Increased
    b. Suspension Rate
        i. 1.9% Santiago Maintained
        ii. 3.4% State Maintained
5. State Exams
    a. ELA
        i. 18.4 Below Santiago Standard (Maintained)
        ii. 2.5 Below State Standard (Increased)
    b. Math
        i. 47.2 Points Below Standards (Declined 9point)
        ii. 33.5 Points Below Standards (Maintained)
    c. EL Population
        i. 52.3% Santiago Making Progress (Medium Perf. Level)

  c. Budget
    i. Title 1 $92,347.00
1. High Quality Assessments, Curriculum and Materials
2. Focus on Low Achieving Students
3. Closing the Gag
4. Enriched and Accelerated Programs
5. School-wide reforms
6. Substantial opportunities for professional development for teachers
    ii. Title 2 $1,000.00
    iii. LCAP EL $3,200.00
    iv. LCAP Site Based $3,800.00
    v. Inclusion Practices $1,000.00 (Special Ed Needs for Students)
    vi. Est. Total: $101,347.00 (Last year $143,831)
1. 2 Intervention teachers $62,000 Est.
2. Parent Involvement $1905.00 - Bloomz
3. Left to spend $28,442.00 for 2020-21 School Year
    a. Last year we spent est. $40k on technology

                b. TBD - Based on return of devices in the fall
                    i. We have the list of students who have our technology
      vii. If population for free and reduced lunch falls below 40% we will lose our Title 1 Funding
            1. Trend is continuing with new families who choice in.
            2. Possibly our last year as a Title 1 School
      viii. Santiago Priorities
            1. PD for Teachers
            2. Intervention Teachers
            3. Materials & Supplies; Learning Environments
            4. Social Emotional Behavioral
                a. MTSS Cohort (2019-20)
                    i. Focusing on finding the assessments that are best fit for our school
                    ii. Possible Online Assessments needed to be purchased
                b. PBIS Cohort (2020-21)
                    i. Money spent on PBIS signage
                    ii. Possibly increase this funding for 2020-21
            5. Assessments
      ix. $25000 Grant for Innovation Lab - Acquired by Howard
   d. ELAC
      i. Parents Concern
            1. More suggestions on how to support their students at home
            2. English capacity is limited to support their students at home
                a. Next year - A lot money for Parent workshops
                    i. Pay teachers and translators to hold workshops next year
      ii. Agreed to focus on:
            1. PD for Teachers
            2. Intervention Teachers
            3. Materials & Supplies; Learning Environments
            4. Social Emotional Behavioral
  e. District
      i. Plan 3rd through 6th Graders should each have a Chromebook
  f. Site Council Comments
      i. Technology is more of an important focus for teachers
      ii. Storage for technology and supplies
      iii. Substantial - Long Term Items
      iv. Professional Development Opportunities to close equity gaps
            1. Train the trainer
            2. Roll out to other Professionals at the site
      v. Intervention Teachers - Has it already been made?
            1. Has not been made
            2. How many kids do they work with?
                a. 75 students or 15% of our population
                    i. Majority of students are in our subgroups 30%
            3. Used for Tier 2 and Tier 3 Interventions

4. Surveyed Teachers? - No
   a. Maybe a conversation to be had
   b. Maybe just use one this year
   c. Spend money on PD for teachers on intervention
5. Are two needed?
   a. One funded from Title 1
   b. One funded through Second Language and Title I (50/50)
6. Teachers -
   a. Various views on how money can be used
   b. Intervention in Class
7. Removing both - would be a big change; Maybe just keep one.
   a. District is covering the cost of half of one of them
   b. Double down on PD to support intervention within our classroom/throughout the school
8. Howard reach out to HR about 1 Intervention Teacher moving forward

vi. Discussion on Bring your own Device
   1. Pros and cons
   2. Equity
   3. Management
   4. District - Responsibility (Push to district)

vii. Work with the District about the Grant $25000 money
   1. Teacher Wish List

viii. Title 1 Money - End of Year - Able to pick up a couple items bc the year ended early

ix. Goals -
   1. Parent Engagement - Distinguish Family Engagement for our school because it is not always parent involved

9. June 5th -
   i. Prior to:
      1. Howard will email the draft of the plan/budget.
      2. Send him feedback.
      3. Survey teachers regarding intervention teacher positions.
   ii. Vote on Plan and Budget

SCHOOL SITE COUNCIL MEETING
AGENDA
JUNE 5, 2020
3:00 PM - ZOOM MEETING

SANTIAGO STEAM MAGNET

Agenda Items

I. Call Meeting to Order

II. SSC Business

-Approval of Minutes

-Budget Updates

-School Plan for Student Achievement Review

-School Plan for Student Achievement Vote

-Modified Day Plan Presentation

-Modified Day Plan Vote

III. Public Comments

IV. SSC Discussion/New Items

V. Meeting Adjourned

School Site Council Notes - 6/5/2020

Attendees:
Howard Johnston
Catherine Scanlon
Katie Reiss
Sylvia Brown
Jami Orlowski
Jamie Goodwyn
Jennifer Marvos

Howard -
- Motion to Approve Minutes from previous SSC meeting
- Budget
    - Title 1 Money from District-
        - $7,925 increased
        - Unsure if this is unaccounted increase, or if we might get another increase in August
        - Reflected in Plan/Budget
    - Questions/Concerns from the Council
        - Katie - DIBELS/Acadience verbiage update
        - Catherine - Field Trips not allowed but can be flexible if that changes within our district
        - Jennifer Marvos - Funding from this year for field trips...Where did the funding go?
            - The money can be realigned for the same goal but with a different action.
            - Along as it is within the school site plan, money can be shifted
            - 15% max. of Title One Monies can be carried over; this year because of what happened a little more was allowed to be rolled over
                - $7-8K is approximately be rolled over for next year waiting for final number from business services
        - School goal "families" vs "parents" updated
        - Howard met with ELAC president and will sign the plan the way it is
- Motion to approve 20-21 School Plan for Achievement - All for approval
- Modified Day Schedule Proposal
    - Teachers and Leadership
    - For Collaboration
    - Leadership Team is presenting proposal for a modified day
    - Staff met to come up with a plan for a modified schedule
    - Leadership developed plan
    - Presented plan in Union Meeting
    - Staff voted and in favor to a modified Wednesday
    - Collaborated with Mr. Johnston to develop a schedule to make sure students received all instructional minutes

- 90% of those that voted approved the modified
- Goal and Purpose for Modified Day- Allow teachers to collaboration
- Created Parent Letter and Notification of Modified Days
- Created a Bell Schedule with the modified day included
- Dismissal at 2:30 pm
- Minimum Day dismissal at 1:00pm
- Students will receive lunch break on Minimum Days
- 45 Minimum Days
- Last Wednesday of the year will be a regular school day. Thursday will be modified that week.
- Two Ignite Nights on Wednesdays
- 1st and 3rd for Staff Meetings
- 2nd and 4th for PLC
- If there is a 5th week, it will be at teacher discretion
- Motion to Approve the Modified Day Schedule
- Second
- Modified Day Schedule was approved
    - Young Rembrandts/Chess Spanish - Various Clubs on Wednesday will be our goal

SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL

ELAC

Date: 9/19/2019
Time: 1:00PM   Location: Multipurpose Room

Agenda

1. Call to order and Welcome -ELAC President Florina Jimenez
   Bienvenida e Introducciones – Precedente de ELAC, Florina Jiménez

2. Read/Approval minutes of last meeting – Edith Jaimes
   Lectura/Aprobación de las minutas – Edith Jaimes

3. New Business -Committee
   Nuevos Asuntos - Comité

   - School Information/Informe de la Escuela – Mr. Johnston, Director
   - Resource Center Presentation – Centro de Recursos Ingrid Anderson
   - BLOOMZ (ELAC CODE YFRJSD) welcome new families/Bienvenida nuevas familias
   - PTA Uptdates/Avisos de PTA

4. Adjourn Meeting / conclusion de la junta- Alma Figueroa

Next ELAC meeting: January 30, 2019
La próxima junta ELAC será el 30 de enero del 2020.

SANTIAGO STEAM MAGNET SCHOOL
ELAC MEETING /REUNION DE ELAC

DATE/FECHA 9/19/19

PARENT//GUARDIAN NAME NOMBRE DE PADRE	STUDENTS' NAME NOMBRE DE ESTUDIANTE/S	PHONE NUMBER NUMERO DE TELEFONO
Florina Jimenez	Jake Ventura	949) 916-1216.
Nasimi de la O	Elvin de la O	949)4349208
Marta Reyes	Karen Carrera	949 449 5964
Marta Reyes	Dayri Carrera	949 449 5964
Socorro Guadarrama	Ashley Salinas	949-25-8496
Ingid Anderson	SVUSD Resource Center	(949) 598-3892
Nodi	MYMOORA WIA	949-690-6625
Edith James	Melody Montoya Sophia, Samantha	832)212-7045
Lucy Martinez		949 891-3165
Nilufar Burton	Shawn Burton	714-326-4402
Estela Machado	Hernan Machado	(949)357-3649
Karla Guzman	Sofia Guzman	714 884 8910
Wilkia Martinez	Alex y Alan Ventura	(949) 478 97 45
Montoya Andrade	Axel David Andrade	(714) 631-4838
Cruz Ixcatcoy	Ixcatcoy	949 9 22 5169

SANTIAGO STEAM MAGNET SCHOOL
ELAC MEETING /REUNION DE ELAC

DATE/FECHA 9/19/19

PARENT/GUARDIAN NAME NOMBRE DE PADRE	STUDENTS' NAME NOMBRE DE ESTUDIANTE/S	PHONE NUMBER NUMERO DE TELEFONO
Ruth Rababah	Linda, Amiy, Vim Costcs	(949) 467 6411
Esmeralda Leon	William Leon	(949) 662-7653

SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL

E L A C

ELAC MINUTES
Saddleback Unified School District
Fecha: Sep 19, 2019
Location: Multipurpose Room

The meeting was called to order at 1:10pm by the ELAC President Florina Jimenez. She welcomed the parents to the first ELAC meeting of the school year 2019-2020.

Secretary Edith Jaimes read the minutes from the 5/10/19 meeting and ELAC group approved the notes

Principal Howard Johnston welcomed everyone and shared information about the events that we had with the beginning of the school year. He also gave a summary of the success of STEAM curriculum our school. he also mentioned that Santiago is a very desired school and every year we will have more students.

Nuestra invitada especial Ingrid Anderson presento información de los recursos disponible en nuestra comunidad.

The meeting was concluded at 2:00 pm

SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL

ELAC

MINUTAS DE LA REUNION DE DELAC
Distrito Escolar Unificado de Saddleback
Fecha: 19 de septiembre, 2019
Lugar: Salón de Múltiples usos

La reunión fue llamada al orden a la 1:10 pm por la presidenta de ELAC, Florina Jiménez. E dio la bienvenida a los padres a la primera reunión de ELAC del año escolar 2019-2020.

La secretaria Edith Jaimes leyó el acta de la reunión del 5/10/19 y el grupo ELAC aprobó las notas

El director Howard Johnston dio la bienvenida a todos y compartió información sobre los eventos que tuvimos al comienzo del año escolar. También dio un resumen del éxito del plan de estudios STEAM de nuestra escuela. También mencionó que Santiago es una escuela muy deseada y que cada año tendremos más estudiantes.

Nuestra invitada especial Ingrid Anderson presenta información de los recursos disponibles en nuestra comunidad.

La reunión concluyó a las 2:00 p.m.

Santiago STEAM Magnet

ENGLISH LEARNERS ADVISORY COUNCIL

ELAC

Date/Fecha: 1/30/2020

Time/Hora: 1:00pm – 2:00pm   Place/Lugar: Multipurpose Room

Agenda

1. Call to order and Welcome - ELAC Presdent Florina Jimenez .
   Bienvenida e Introducciones - Precedente De ELAC, Florina Jimenez

2. Read/Approval minutes of last meeting - Edith Jaimes
   Lectura/Aprobacion de las minutas - Edith Jaimes

3. New Business - Committee/Nuevos Asuntos - Comité
   - School Information/Informe de la Escuela - Mr. Johnston, Director
   - Attendance and Tardiness/Asistencia y Tardanzas - Mr. Johnston Director
   - EL Presentation/Presentacion de EL - Ms. Heather Lebus

4. Adjorn Meeting/Conclusion de la Junta - Claudia Pulido

Next ELAC Meeting: March 19, 2020
La proxima junta ELAC será el 19 de Marzo del 2020

SANTIAGO STEAM MAGNET SCHOOL
ELAC MEETING /REUNION DE ELAC

DATE/FECHA 1/30/20

PARENT/GUARDIAN NAME NOMBRE DE PADRE	STUDENTS' NAME NOMBRE DE ESTUDIANTE/S	PHONE NUMBER NUMERO DE TELEFONO
Rifa Normi	Elvin de la o	(949) 434 92 08
Espela Mallado	Hernan Mallado	949 357-3649
Florina Jimenez	Jake Ventura	949 916-1216
Julio Martinez	Alan & David Ventura	949 478 9745
Maritza Andrade	Axel D. Andrade	(714) 631-4838
Gregorio coronado	Eliseo y Isaias díaz	949 621 9630
Jenny Paola Perez Quiroga	Juan Sebastian Hidalgo Perez	(714)-737-3192
Laila Guzman	Sofia Guzman	

Santiago STEAM Magnet

ENGLISH LEARNERS ADVISORY COUNCIL

E L A C

Minutes of ELAC Meeting

Saddleback Valley School District
Date: Thursday January 30, 2020
Time: 1:00pm - 2:00pm
Place: Multipurpose Room

The meeting was called to order at 1:09 pm by the Bilingual Parent Advocate Claudia Pulido. She welcomed everyone and she introduced herself, the President, Florina Jimenez and the Principal Howard Johnston.

The President, Florina Jimenez read the minutes from the last ELAC meeting of September 19, 2019 and the group approved the notes.

The Principal, Howard Johnston, welcomed everyone and presented the result of the 2019 ELPAC exam. He explained the purpose of the ELPAC and how important it is to help us understand each individual student. He also informed the parents of the trainings that all teachers are receiving to help prepare our EL students for this year's ELPAC exam.

The EL Coordinator, Heather Lebus, spoke about how the teachers help the students prepare for the ELPAC exam. She also gave the parents some tips to on how to help their children get ready for the exam. She said that it was very important for them to get a good nights rest and to make sure they have a good breakfast. Parents should read to their children everyday in English or their home language. She mentioned that parents should encourage they students should answer all questions in English even if they are not sure of the answer. It's better to use all the "English" words they know.

Mr. Johnston informed all parents that the next ELAC meeting will be a very important one. He will ask parents for feedback on the programs we offer. He will also encouraged them to speak up about what programs they would like to have for their children.

The meeting was concluded at approximately 2:00pm.

Santiago STEAM Magnet

ENGLISH LEARNERS ADVISORY COUNCIL

E L A C

Minutas De La Reunion De ELAC

Districto Escolar Unificado de Saddleback
Fecha: Jueves 30 de Enero, 2020
Hora: 1:00pm - 2:00pm
Lugar: Salon de Multiusos

La reunión fue llamada al orden a la 1:09 pm por la asesora bilingüe de padres Claudia Pulido. Ella dio la bienvenida a todos y se presentó, a la Presidenta, Florina Jiménez y el director Howard Johnston.

La Presidenta, Florina Jiménez, leyó las actas de la última reunión de ELAC del 19 de Septiembre de 2019 y el grupo aprobó las notas.

El director, Howard Johnston, dio la bienvenida a todos y presentó el resultado del examen ELPAC del 2019. Explicó el propósito del ELPAC y lo importante que es en ayudar a entender a cada estudiante individualmente. También informó a los padres de los entrenamientos que todos los maestros están recibiendo para ayudar a preparar a nuestros estudiantes "EL" para el examen ELPAC de este año.

La coordinadora de "EL", Heather Lebus, habló sobre cómo los maestros/a ayudan a los estudiantes a prepararse para el examen ELPAC. También les dio a los padres algunos consejos sobre cómo ayudar a sus hijos a prepararse para el examen. Ella dijo que era muy importante para ellos descansar bien por la noche y asegurarse de tener un buen desayuno. Los padres deben leerles a sus hijos todos los días en Inglés o en el idioma de su hogar. Mencionó que los padres deben animar a los estudiantes a que respondan todas las preguntas en Inglés, incluso si no están seguros de la respuesta. Es mejor usar todas las palabras "Inglesas" que conocen.

El Sr. Johnston informó a todos los padres que la próxima reunión de ELAC será muy importante. Él les pedirá a los padres comentarios sobre los programas que ofrecemos. También los alentará a hablar sobre los programas que les gustaría tener para sus hijos.

La reunión concluyó aproximadamente a las 2:00 pm.

SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL
ELAC

DATE: 5/13/2020
TIME: 9:00AM
LOCATION: ZOOM (Virtual)

AGENDA

1. Call to order and Welcome/Bienvenida e Introducciones

2. New Business/Nuevos Asuntos

    a. School Progress/Progreso Escolar

    b. The importance of Distance Learning/La importancia del aprendizaje a distancia

    c. Explain the minimum requirements for teachers in distance learning/Explicar los

       requisitos minimos de los maestros acerca del aprendizaje a distancia

3. Adjourn Meeting/Conclusion de la junta

SANTIAGO STEAM MAGNET SCHOOL
ELAC MEETING /REUNION DE ELAC

DATE/FECHA 1/30/20

PARENT/GUARDIAN NAME NOMBRE DE PADRE	STUDENTS' NAME NOMBRE DE ESTUDIANTE/S	PHONE NUMBER NUMERO DE TELEFONO
Rita Noemi	Elvin de lao	(949) 434 9708
Estela Mallado	Hernan Mallado	949/357-3649
Florina Jimenez	Jake Ventura	949) 816-1216
Julia Martinez	Alan & David Ventura	949) 478 97 45
Maritza Andrade	Axel D. Andrade	(714) 631-4838
Gregoria coronado	Eliseo y isaias diaz	949 6219530
Jenny Paola Perez Quiroga	Juan Sebastian Hidalgo Perez	(714)-737-3192
Kaila Guzman	Sofia Guzman	

SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL
ELAC

Date: May 13, 2020
Location: Zoom (Virtual)

The meeting was called to order at 9:05am by Principal Howard Johnston. He welcomed the parents to the ELAC #3 meeting of the school year 2019- 2020.

Principal Howard Johnston explained that he would be sharing the Student Achievement plan, data results, budget and changes as he normally would have done had we been meeting in person.   This included:

1) Changes to district's goals from last year
   a) First goal is focused on maintaining and developing engagement
   b) Second goal is focused on obtaining academics proficiency
2) Reviewed CA dashboard to address district's goals
   a) Data comparison is based on the the previous year's data (first year as STEAM school) as there was no testing this year
   b) Engagement for elementary is based on Absenteeism and Suspension rate which has remained steady
3) Reviewed 2020-2021 Title I budget available and proposed usage
   a) Projected to be roughly $40,000 less than the 2019-2020 school year
   b) Gathered feedback from participants on how to move forward

He also spoke about:

1) The importance of Distance Learning

    a) Distance learning's goal is to reduce the chance kids fall behind
    b) Daily Zoom meetings provide social outlet for students
    c) Success comes from establishing structure and routine for students at home
    d) Encouraged mastery of online platforms in the event distance learning continues into next year
2) Requirements of teachers
    a) Daily communication with student, not necessarily lesson based
    b) Provide one opportunity for each subject: Language Arts, Math, Science, Social Science and Physical Education
    c) Provide 10-day packet as an alternative to online version
    d) Provide a weekly plan for students at the beginning of the week, no later than Monday

Principal Howard Johnston communicated the desire for increased communication with parents and welcomed their input.

The meeting was concluded ate 10:12am by Principal Johnston

SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL
ELAC

Fecha: Mayo 13, 2020
Lugar: Zoom (Virtual)

La junta se inició a las 9:05am por el Director Howard Johnston. El dio la bienvenida a los padres a la tercera junta de ELAC del año escolar 2019-2020.

El Director Howard Johnston explicó que compartiría el plan de participación estudiantil, resultados de información, presupuesto y cambios que normalmente hubiera compartido si la reunión hubiese ocurrido en persona. Esto incluyó:

1) Cambios a las metas del distrito para el siguiente año
   a) La primera meta está enfocada en desarrollar y mantener la participación estudiantil
   b) La segunda meta está enfocada en obtener competencia académica
2) Repaso la data del tablero de California para discutir las metas del distrito
   c) La comparación de datos está basada en los información del anteaño pasado (primer año como escuela STEAM) ya que no hubo pruebas este año
   d) La participación para Escuelas Primarias está basada en Absentismo y la tasa de suspensión que se mantuvieron estables

4) Repasó el presupuesto disponible de los fondos de Título I y el uso para el año escolar 2020-2021
    a) Se proyecta que el presupuesto será $40,000 menos que el ano escolar 2019-2020
    b) Solició aporte de los participantes acerca de los pasos para seguir adelante

También discutió lo siguiente:

3) La importancia del aprendizaje a distancia
    a) La meta del aprendizaje a distancia es reducir la oportunidad para que los estudiantes de retrasen
    b) Provee una salida social mediante las reuniones de Zoom
    c) Establece estructuras y rutinas en casa para los estudiantes, como lo hacían las maestras en clase
    d) Alentó a obtener dominio de las plataformas en línea en caso de que el aprendizaje a larga distancia continúe el próximo año
4) Requerimientos de los maestros durante el aprendizaje a distancia:
    a) Comunicación diaria con los estudiantes, no necesariamente en forma de lección
    b) Proveer un oportunidad diaria en los sujetos de Lenguaje, Matemáticas, Ciencias, Ciencias Sociales y Educación Física
    c) Proveer un paquete de 10 días como alternativa a la versión en línea
    d) Las maestras deben proveer un plan semanal de las expectativas a más tardes el Lunes de cada semana

El Director Howard Johnston dijo que le gustaría tener más comunicación frecuente con los padres de familia, y alentó a los participantes a comunicarle cualquier consideración

La reunión se suspendió a las 10:12am por el Director Johnston.