

School Year: **2021-22**



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	May 20, 2021	June 24, 2021

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 strategies, actions, and services that address the requirements to achieve goals layout out by Santiago's School Site Council and Saddleback Valley Unified School District's LCAP Plan.

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) All students will demonstrate mastery of grade level content and graduate prepared to be successful in college, career, and beyond; and (2) Developing and maintaining positive parent, student, and community involvement and engagement to promote and support student success.

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. 104 parents chose to participate this year. The survey asks 8 questions ranging from the safety of the school to school communication to the success of their child.

Summary:

Our Parent Survey showed:

95% believe Santiago is a safe place to learn.

98% believe Santiago provides a high quality education focused on foundational skills, critical thinking and creativity.

95% believe Santiago's staff creates a welcoming environment.

100% believe Santiago teachers and staff communicates with parent in their home language about their child's progress and how to help them.

95% believe Santiago encourages parents to participate in school events and activities that help their child be successful.

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?

Our Teacher Surveys showed teachers believe:

- 1) Order of importance for Title I Funds:

A. Teacher planning time

B. Teacher Professional Development

C. Intervention Teacher salaries

D. Purchase STEAM materials

E. Purchase materials for Tier II and Tier III Intervention / Improve our MTSS (Intervention System)

F. Purchase materials for and improve PBIS/Second Step

G. STEAM related field trips

H. Purchase MTSS Intervention assessments

- 2) Family Education Nights.

- 3) Before/during/after school interventions for 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, where possible. 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, even on Distance Learning. Special Ed and Intervention teachers support student needs in a push-in and pull-out format, in-person and online, 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 seen in improved instruction in ELA Foundational Skills at each grade level.

Some areas listed above were hindered by the emergency protocols in place during COVID

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 (Fluency), iReady (ELA/Math), 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) make adjustments to their instruction;
- 2) support colleagues in instructional strategies;
- 3) document progress for all students over time;
- 4) determine next steps for individual students with the guidance of grade level teams;
- 5) refer students to our Student Study Team within our MTSS process for guidance on next level of support by either Gen. Ed. or Intervention Teacher(s).

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 used professional development time, instructional coaching model, 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, specifically related to English Language Arts.

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. 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/SVCounts initiatives 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 centered on SVReads and SVCounts.
- 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 times and at staff meetings. Their focus has been to develop High-Quality Project Based Learning units and SVReads/SVCounts 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 HQPBL 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 language development and literacy instruction, 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, iReady, 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 individually and through 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 21, 2020. Election date and results:

September 22, 2020 -- Joe Cruz, Michelle Onufer, and Natalie Glenar were the parents elected by other parents.

SSC meeting dates and topics:

October 15, 2020 – SSC training; election of officers; review of by-laws; review and discussion of categorical expenditures; review and approve 20-21 Safety Plan.

March 5, 2021 – Review of interim assessments data; review budget; review Facilities Master Plan; discuss plans for Green Ribbon application

April 29, 2021 - Review current student data; review and update budget; 20-21 SPSA updates and discussion regarding 21-22 SPSA; ELAC updates

May 20, 2021 -- Review revisions of proposed 21-22 SPSA and budget; approval of 21-22 SPSA by Site Council.

ELAC meetings dates and topics:

October 29, 2020 - COVID-19 Measures. What is ELAC? Elections. Discuss English Learner program. ELPAC information. Needs assessment with parents.

February 11, 2021 - Review school academic and attendance data with feedback; ELPAC presentation. Western Youth Services.

April 23, 2021 - Review district goals; review iReady data (Reading/math) review and gather feedback related to goals, data, and budget for 21-22 school year leading up to the building of the 21-22 SPSA. Review timelines.

May 28, 2021 - Reviewed and vote on final SPSA.

Santiago Parent Community:

Title I Parent Survey given each school year covering eight unique questions ranging from, "Is Santiago a safe place to learn?" to "Does my child's school provides a high-quality education focused on foundational skills, critical-thinking, and creativity?"

Santiago STEAM Leadership Team meeting dates and topics:

August 31, 2021 - Discussion on FIA, MTSS process, PBIS system, PBL planning days structure and goals.

September 21, 2020 - Discussion on goals for the year, Hybrid/DL, Data Teams, dELD.

November 30, 2020 - MTSS and intervention, iReady data, SV Reads/SV Counts, PBIS, Data Teams.

January 4, 2021 - COVID updates, Assessment (iReady/Acadience), Extended Learning Day, MTSS, Planning/PD Time.

March 1, 2021 - Discussion on 21-22 SPSA - Focus on EL Learners, Equity, MTSS, SV Reads, ELPAC testing.

March 29, 2021 - Further discussion on 21-22 SPSA (PBIS, MTSS/Intervention, STEAM/PBL, Field Trips, Outdoor Learning Spaces, Intervention Teachers, Student/Family/Community Engagement Workshops)

April 26, 2021 - Discussed 21-22 SPSA (Budget, Goals, Academics, Engagement, Title I Parent Survey, ELAC Meeting, Intervention, Teacher Survey,

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, DataQuest 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 iReady, Acadience, 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.19%	0.2%	1	1	1
African American	2.64%	1.54%	1.2%	12	8	6
Asian	3.52%	4.03%	5.2%	16	21	26
Filipino	3.96%	3.45%	2.8%	18	18	14
Hispanic/Latino	54.85%	51.06%	50.5%	249	266	251
Pacific Islander	0.44%	0.19%	0.2%	2	1	1
White	24.45%	28.6%	28.0%	111	149	139
Multiple/No Response	3.74%	4.61%	7.7%	17	33	38
Total Enrollment				454	521	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	89	65
Grade 1	59	92	80
Grade 2	57	67	89
Grade 3	72	60	72
Grade 4	72	74	54
Grade 5	63	73	68
Grade 6	53	66	69
Total Enrollment	454	521	497

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.
3. Data represents the 17-18, 18-19, and 19-20 school years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	162	157	137	35.7%	30.1%	27.6%
Fluent English Proficient (FEP)	21	31	29	4.6%	6.0%	5.8%
Reclassified Fluent English Proficient (RFEP)	2	5	5	1.4%	3.1%	3.2%

Conclusions based on this data:

1. Santiago has increased the number of reclassified students over the previous year.
2. Santiago's English learner percentage continues to decrease.
3. Data represents the 17-18, 18-19, and 19-20 school years.

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 and 20-21 CAASPP assessments were canceled. Data represents the 16-17, 17-18, and 18-19 school 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 a 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 and 20-21 CAASPP assessments were canceled. Data represents the 16-17, 17-18, and 18-19 school 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 16-17, 17-18, and 18-19 school 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	42.0	30.1	0.2
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	30.1
Foster Youth	1	0.2
Homeless	41	7.9
Socioeconomically Disadvantaged	219	42.0
Students with Disabilities	51	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.5
American Indian	1	0.2
Asian	21	4.0
Filipino	18	3.5
Hispanic	266	51.1
Two or More Races	33	6.3
Pacific Islander	1	0.2
White	149	28.6

Conclusions based on this data:

- Due to COVID-19 and the closure of school, data represents the 16-17, 17-18, and 18-19 school years. 47.4% of students at Santiago STEAM Magnet are within the Socioeconomically Disadvantaged subgroup.
- 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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, data represents the 16-17, 17-18, and 18-19 school years. 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

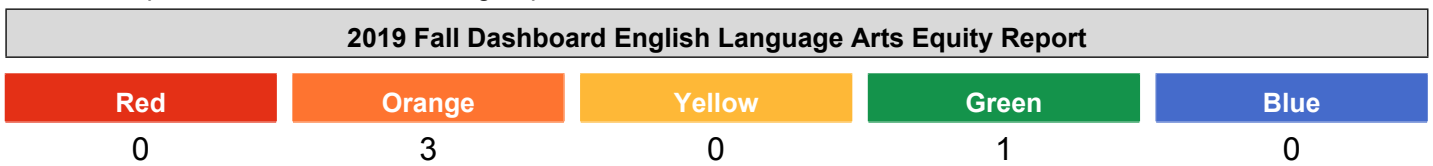
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>18.4 points below standard</p> <p>Maintained -2.2 points</p> <p>247</p>	<p>English Learners</p> <p>Orange</p> <p>63.9 points below standard</p> <p>Declined -13.2 points</p> <p>102</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>86.7 points below standard</p> <p>Declined Significantly -42.3 points</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>53.8 points below standard</p> <p>Declined -7.9 points</p> <p>128</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>52.1 points below standard</p> <p>Increased Significantly +23.9 points</p> <p>33</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.7 points below standard Maintained +1 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 22 points above standard Declined -4.4 points 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 Maintained 0 points 90	32.7 points above standard Declined Significantly -39.2 points 12	12.8 points above standard Maintained +2.2 points 136

Conclusions based on this data:

- All students maintained in ELA compared to the previous year.
- Santiago's Hispanic population maintained in ELA compared to the previous year.
- Santiago's current English learners declined 13.2 points fall 2019 in ELA compared to the previous year.

School and Student Performance Data

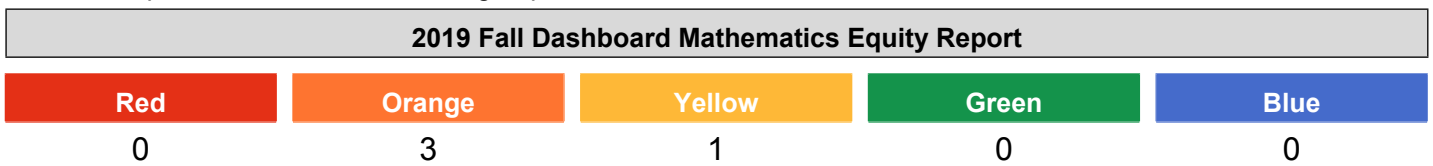
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>47.2 points below standard</p> <p>Declined -9 points</p> <p>247</p>	<p>English Learners</p> <p>Orange</p> <p>85.1 points below standard</p> <p>Declined -12.7 points</p> <p>102</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>107.1 points below standard</p> <p>Declined Significantly -29.3 points</p> <p>15</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>76 points below standard</p> <p>Declined -11.5 points</p> <p>128</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>110.7 points below standard</p> <p>Declined -14.2 points</p> <p>33</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.7 points below standard Declined -7.5 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 10.2 points below standard Declined -14.1 points 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 Declined -4.7 points 90	18.8 points below standard Declined Significantly -25.9 points 12	19.1 points below standard Declined -8.4 points 136

Conclusions based on this data:

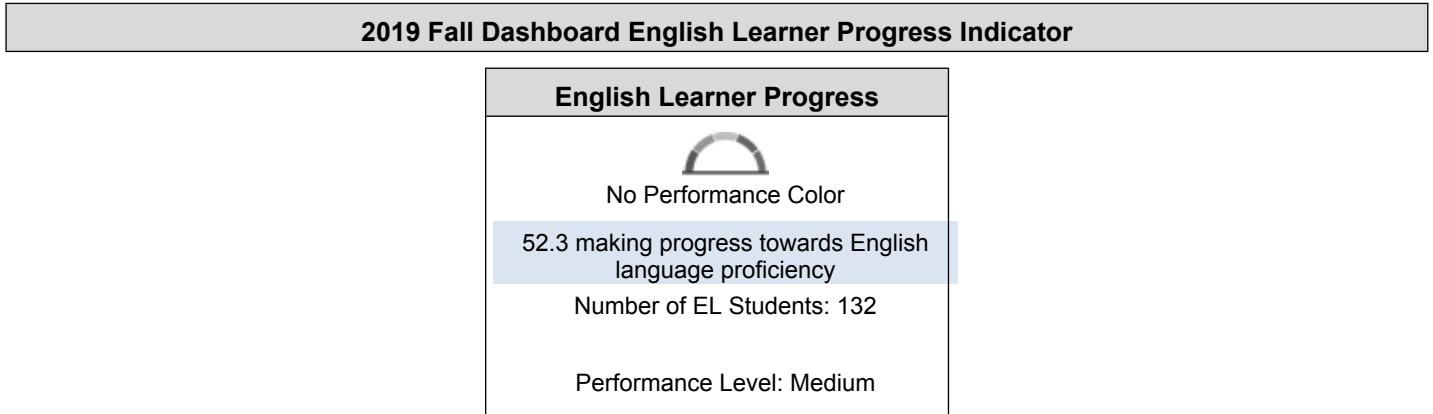
1. All students declined 9 points in mathematics compared to the previous year.
2. Santiago's Hispanic population declined 7 points in mathematics compared to the previous year.
3. Current English learners declined 4.7 points in mathematics compared to the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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
22.7	25.2	14.3	37.8

Conclusions based on this data:

1. 37.8% 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

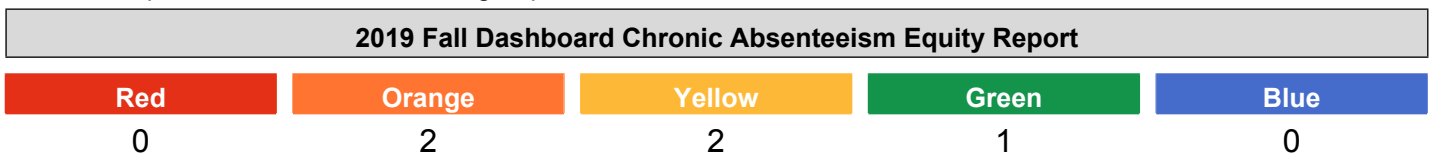
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. Overall, chronic absenteeism Maintained compared to the previous year.
2. Students in Santiago's "Socioeconomically Disadvantaged" subgroup increased 0.7 points in chronic absenteeism compared to the previous year.
3. Students in Santiago's "Hispanic" subgroup maintained in chronic absenteeism compared to the previous year.

School and Student Performance Data

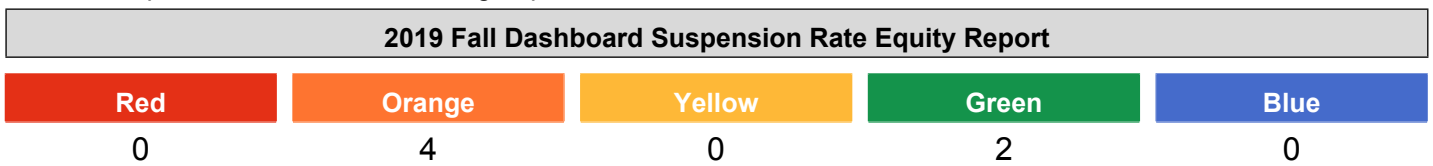
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 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		
<p>All Students</p> <p>Yellow</p> <p>1.9</p> <p>Maintained +0.2</p> <p>473</p>	<p>English Learners</p> <p>Green</p> <p>1.2</p> <p>Declined -0.7</p> <p>171</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>1.8</p> <p>Increased +1.8</p> <p>55</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.1</p> <p>Increased +0.8</p> <p>236</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2</p> <p>Increased +2</p> <p>49</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.3 Increased +8.3 12	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 20	 No Performance Color 0 Declined -11.8 18
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9 Increased +0.7 260	 Green 2.1 Declined -1.1 47	 No Performance Color Less than 11 Students - Data 2	 Orange 1.8 Increased +0.7 113

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. Santiago's overall percentage (1.9%) maintained compared to the previous year.
2. "Students with Disabilities" increased 2 points 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 third year of Santiago STEAM Magnet. Focusing on High-Quality Project-Based Learning, SV Reads/SV Counts, and MTSS are the cornerstones 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 Reading and Mathematics intervention. This was continually expressed by parents at parent/teacher conferences throughout the school year. Local 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 subject areas. There also continues to be support for instruction and intervention for all subgroups. Working to increase the percentage of English Language Learners who reclassify will be a focus throughout the school year by targeted instruction and interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SVUSD Data: iReady Reading MOY Annual Typical Growth Met Grades K-6	20-21 Reading MOY Annual Typical Growth Met Overall: 33% ELL: 35% SWD: 23%	21-22 Reading MOY Annual Typical Growth Met Overall: 40% ELL: 40% SWD: 30%
SVUSD Data: iReady Math MOY Annual Typical Growth Met Grades K-6	20-21 Math MOY Annual Typical Growth Met Overall: 27% ELL: 28% SWD: 23%	21-22 Math MOY Annual Typical Growth Met Overall: 40% ELL: 40% SWD: 30%
Dataquest English Learner Progress Indicator	2018-2019 Summative ELPAC Results	2020-2021 Summative ELPAC Results

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 4: Well Developed = 25% Level 3: Moderate Developed = 41% Level 2: Somewhat Developed = 24% Level 1: Minimally Developed = 10%	Level 4: Well Developed = 30% Level 3: Moderate Developed = 43% Level 2: Somewhat Developed = 20% Level 1: Minimally Developed = 7%
Dataquest English Language Reclassification Rate	2019-2020 Dataquest Report 3.1% English Learners Reclassified	2021-2022 Dataquest Report 5.0%% English Learners Reclassified

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, the 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 related to SV Reads and SV Counts 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 meetings 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 an 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)
5250.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1. Purchase materials (including technology), books (leveled readers), supplies, and storage items for students, instructional coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development throughout all curricular areas.
3590.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2a. Professional development services for Thinking Maps training.
1224.00	LCAP Site Based 1000-1999: Certificated Personnel Salaries 3a. Extra duty hours for teacher professional development/planning.
1224.00	LCAP EL Sub Group 1000-1999: Certificated Personnel Salaries 3b. Extra duty hours for teacher professional development/planning.
4295.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4. Purchase subscription licenses to support instruction.
1129.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty hours for TOT training in Thinking Maps for Trainers
2925.00	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

All teachers will develop and refine a school-wide MTSS Intervention Plan to focus on First Instruction and Tier II Instruction/Interventions for all students that are aligned to the Common Core in Reading/Language Arts, focusing on claims, evidence, and reasoning - specifically looking at Close Reading, Guided Reading, text-dependent questioning, writing, strategies, and tools such as Thinking Maps, and listening and speaking strategies. Improving instruction in Foundational Skills will be emphasized to increase success for students in all grades.

iReady, 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.

All students, including students in subgroups, will be needs identified through grade level Data Teams to develop further support and intervention. Our MTSS Team, during monthly meetings, will determine who needs intervention, what types of intervention, who will provide intervention, and how to monitor intervention success.

MTSS 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 the 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 iReady and CORE 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 an 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)
6200.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1. Materials and supplies for students, instructional coach, classroom teachers, and intervention teachers needed to develop a systemic assessment plan for all students at Santiago.
1000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2. MTSS Leadership Team
35167.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 4. Intervention Teachers

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 reclassified 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 an 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)

600.00

Source(s)

Title I Part A: Allocation

4000-4999: Books And Supplies

1. Materials and supplies for students, instructional coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development.

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 (SV Counts) 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, Math Warm-Ups, Math Talks, and strategies to support mathematical concepts and procedures. Content and language objectives will be emphasized during training/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 training.

Mathematics Materials

Materials, including technology, online resources, will be used as necessary in order to provide identified students with an 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)
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1. Purchase materials (including technology), books (leveled readers), supplies, and storage items for students, instructional coach, classroom teachers, and intervention teachers needed to support increased student proficiency in reading/language arts and English language development throughout all curricular areas.
1223.00	LCAP Site Based 1000-1999: Certificated Personnel Salaries 2. Extra duty hours for teacher professional development/planning.
1223.00	LCAP EL Sub Group 1000-1999: Certificated Personnel Salaries 3. Extra duty hours for teacher professional development/planning.

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, iReady, 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 the 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 the 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, Math Warm-Ups, Math Talks, 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 an 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)
400.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1. Purchase materials, books, supplies, and storage items for students, instructional coach, classroom teachers, and intervention teachers needed to support increased student proficiency in mathematics and English language development throughout the mathematics curriculum.
35167.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2. Intervention Teachers
1000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3. MTSS Leadership Team Stipend

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, Math Warm-Ups, Math Talks, 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 an 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)

621.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
1. Materials and supplies for students, instructional coach, classroom teachers, and intervention teachers needed to develop a systemic assessment plan for all students at Santiago Elementary.

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 provide 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)
1875.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1. Materials, books, and supplies for students, instructional coach and classroom teachers needed to enhance STEAM/PBL curriculum .
8576.00	Title I Part A: Allocation 4000-4999: Books And Supplies 2. Flexible Learning Environments
500.00	Title I Part A: Allocation 4000-4999: Books And Supplies 5. STEAM/PBL related books for library

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 the 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.

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.

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)

400.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
1. Materials and supplies for intervention teachers and students needed to improve intervention supports for STEAM/PBL curriculum .

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 to all skills and content matter within HQPBL.

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

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.

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)
621.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1. Materials and supplies to support English Language Learners throughout the STEAM/PBL curriculum.

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 Hours 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.

Purchase materials necessary for any and all professional development and planning 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)
300.00	LCAP Site Based 1000-1999: Certificated Personnel Salaries 1a. Extra Duty Hours for Planning/PD related to STEAM/PBL.
150.00	LCAP EL Sub Group 1000-1999: Certificated Personnel Salaries 1b. Extra Duty Hours for Planning/PD related to STEAM/PBL.
50.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

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, and discussions are ongoing to improve our process for supporting students and staff.

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 on adopting a universal screener and progress monitoring tool for math to be used during data teams for planning instruction based on student needs.

Teachers spent a considerable amount of our structured planning time developing and refining grade level HQPBL units and SV Reads.

Due to the outbreak of COVID-19, iReady Reading and Math data will be baseline data beginning with the 20-21 school year. ELPAC testing was not completed for the 19-20 school year, but reclassification percentages were below district and county averages. With the decreased number of instructional minutes in class this year, the validity of academic data is subject, at best.

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

Actions 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.

Actions 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.

Actions 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 not modified. Annual outcomes are being realigned to district assessments and DataQuest in absence of the California Dashboard.

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 CDE's Data Quest represents Santiago STEAM Magnet's suspension rate over the last two years (2018, 2019): 1.7%, and 0.4%. Both overall population and our EL population decreased in percentage of suspensions. This may be due to the time students spent on Distance Learning, so Santiago will continue to monitor changes with regard to suspensions over the next school year when all students are fully back on campus for instruction. Students also received a decrease number of online awards (Bloomz points) for positive behavior (almost reduced in half). More positive feedback through the use of PBIS tickets next school year among all classes are needed.

Looking at parent involvement, the average number of Bloomz posts decreased year over year by 854 posts. Parent Likes/Comments have decreased by over 50%. Parent/Teacher messages increase considerably year over year. Santiago will focus on increasing the number of teacher posts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dataquest Suspension Rate (Student Engagement)	Overall Suspension Rate: o All: 1.7% (18-19), 0.4% (19-20) o EL: 1.9% (18-19), 0.6% (19-20)	Overall Suspension Rate: o All: 1.5% (21-22) o EL: 1.5% (21-22)
Panorama - Student Social/Emotional Competencies (Student Engagement)	Fall 2019 / Favorable Percentage Engagement: 68% Self-Efficacy: 50% Self-Management: 71% Sense of Belonging: 65% Social Awareness: 71%	Fall 2021 / Favorable Percentage Engagement: 70% Self-Efficacy: 60% Self-Management: 75% Sense of Belonging: 70% Social Awareness: 75%
Dataquest Chronic Absenteeism (Student Engagement)	All: 5.6% absent - maintained (19-20)	All: 4.0% (21-22) EL: 4.0% (21-22) SED: 5.0% (21-22)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL: 6.0% absent - maintained (19-20) SED: 8.6% absent - increased (19-20) SWD: 12.2% absent - increased (19-20)	SWD: 8.0% (21-22)
Bloomz Communication App. (Parent Involvement/Student Engagement)	From July 1 to May 10 Teacher Posts: 4,387 (19-20), 3,533 (20-21) Student Awards: 34,211 (19-20), 21,351 (20-21) Parent Likes/Comments: 15,154 (19-20), 7,520 (20-21) Parent/Teacher Messages: 28,354 (19-20), 47,807 (20-21)	From July 1 to May 10 Teacher Posts: 5,000 (21-22) Student Awards (PBIS Tickets): 30,000 (21-22) Parent Likes/Comments: 15,000 (21-22) Parent/Teacher Messages: 40,000 (21-22)

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. Implement and refine 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 Positive Ticket System and 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)

2000.00

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
1. Stipends for PBIS Leadership Team

2000.00

Title I Part A: Allocation
4000-4999: Books And Supplies
2. Purchase books and materials to support PBIS (GEAR Tickets, Rewards/Certificates, Mascot Costume, Posters/Signs, etc.)

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 of 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)

680.00

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies
1. Purchase books and materials to support social-emotional learning.

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 collaborative planning.

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)

253.00

Source(s)

LCAP Site Based
1000-1999: Certificated Personnel Salaries
1a. Professional Development/Planning

143.00

LCAP EL Sub Group
1000-1999: Certificated Personnel Salaries
1b. Professional Development/Planning

50.00

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
1c. Professional Development/Planning

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)

250.00

Title I Part A: Allocation
4000-4999: Books And Supplies
1. Materials needed for Career Day.

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 children's 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)

100.00

Title I Part A: Allocation
4000-4999: Books And Supplies
1. Materials and supplies.

250.00

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
2. Bilingual Parent Advocates extra hours for interpreter.

500.00

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Extra Duty hours for Parent Educational Nights

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)

2000.00

Title I Part A: Parent Involvement
5000-5999: Services And Other Operating Expenditures
1a. Purchase license for a parent communication app.

1356.00

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
1b. Purchase license for a parent communication app.

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)

250.00

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
1. Extra duty hours for Bilingual Parent Advocates.

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

A8. Develop a school-based “WellSpace” center that will encourage students to take a break from life’s daily stressors in a thoughtfully designed, supervised environment that is safe, calming and inclusive.

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)
15000.00	Title I Part A: Allocation 1. Furniture and Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A9. Develop a school-wide Peer Assistance Leadership (PAL) Program to help increase student engagement and build a positive school climate through youth leadership.

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)
800.00	Title II Part A: Improving Teacher Quality 1. Teacher Training
200.00	Title I Part A: Allocation 2. Materials

Annual Review

SPSA Year Reviewed: 2020-21

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, a 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 on its development. Due to COVID-19, we fell short of implementing our PBIS in 2021. We have completed our PBIS Handbook which includes: a positive behavior matrix, a consequence system, and a behavior tracking system.

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 of 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 and 2021 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 unable to host Ignite Nights this year. All four ELAC meetings were conducted. There was a lot of parent participation in our meetings, with positive and constructive feedback from parents. 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.

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 during all ELAC meetings, worked extensively with parents during COVID-19 to assist our EL parents with accessing Bloomz, 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 make 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 two (2) 49% Intervention Teachers. 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 of Parent Educational Nights (either in person or virtual) to educate parents on supporting their child with reading and math, the importance of attendance, and strategies to use at home regarding behavior and social-emotional needs as COVID-19 issues continue and decrease.

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	\$141,542.00

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	\$132,902.00
Title I Part A: Parent Involvement	\$2,000.00
Title II Part A: Improving Teacher Quality	\$900.00

Subtotal of additional federal funds included for this school: \$135,802.00

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 (\$)
LCAP EL Sub Group	\$2,740.00
LCAP Site Based	\$3,000.00

Subtotal of state or local funds included for this school: \$5,740.00

Total of federal, state, and/or local funds for this school: \$141,542.00

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
Heather Lebus	Classroom Teacher
Katrina Botsford	Classroom Teacher
Tina Haymes	Classroom Teacher
Rebecca Chambion	Other School Staff
Christina Melgarejo	Parent or Community Member
Joe Cruz	Parent or Community Member
Darlene Reyes	Parent or Community Member
Michelle Onufer	Parent or Community Member
Natalie Glenar	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 May 20, 2021.

Attested:

Principal, Howard Johnston on May 28, 2021

SSC Chairperson, Howard Johnston on May 28, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

SANTIAGO STEAM MAGNET ELEMENTARY



Usted es cordialmente invitado a la
3ra junta del Comité para los Estudiantes de Segundo Idioma por **ZOOM**

Viernes 23 de abril a las 3:00 pm

El director, Sr. Johnston hablará sobre el plan escolar del nuevo ciclo escolar, así como también se compartirá información sobre la escuela de verano.

Topic: ELAC Meeting
Time: April 23 @ 3 pm

Join Zoom Meeting
<https://mysaddleback-org.zoom.us/j/96136571878?pwd=TWNsWEed3Q09rUW8reG5MM3k0dGFaQT09>

Meeting ID: 961 3657 1878
Passcode: 496996
One tap mobile
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Meeting ID: 961 3657 1878
Passcode: 496996
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Griselda Pratz
Bilingual Parent Advocate

SANTIAGO STEAM MAGNET ELEMENTARY



You are cordially invited

3ed MEETING

ENGLISH LEARNERS ADVISORY COMMITTEE

ELAC by *ZOOM*

Friday April 23 @ 3:00 pm

Mr. Johnston principal, will talk about last student data input and school plan for next school year. Also, information will be share about summer school.

Topic: ELAC Meeting

Time: April 23 @ 3 pm

<https://mysaddleback-org.zoom.us/j/96136571878?pwd=TWNsWEEd3Q09rUW8reG5MM3k0dGFaQT09>

Meeting ID: 961 3657 1878

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Meeting ID: 961 3657 1878

Passcode: 496996

Find your local number: <https://mysaddleback-org.zoom.us/u/adZjrwxBuy>

Griselda Pratz

Bilingual Parent Advocate

Agenda

Welcome
Reading last minutes
Student data input for school plan/Student achievement
Summer school/Kids Factory

Agenda

Bienvenida
Lectura de las pasadas minutos
Datos de estudiantes para el plan escolar/ Rendimiento académico del
estudiante.
Escuela de Verano/ Kids Factory

Participants/ Participantes

Mr. Howard Johnston, Principal
Edith Jaimes, parent
Florina Jimenez, parent.
Norbelia Acosta, parent.
Karen Carrera, parent.
Elizabeth C., parent.
Grecia Galindo, parent.
Dulce Sanchez, parent.
Julia Martinez, parent.
I phone, parent.
Carmen de Carlos, guest
Griselda Pratz, BPA

Minutes

La junta comenzó a las 3:05 dando la bienvenida la Sra. Pratz. La Sra. Pratz leyó las minutas en inglés y español.

El director, el Sr. Howard Johnston, mostro y explico a los padres los resultados de las pruebas de IReady en matemáticas y lectura en comparación del principio del año escolar con la segunda prueba que se aplico a mediados de año e los diferentes grados. Los resultados mostraron en general que hubo un incremento en el desarrollo académico para los grupos que están en su grado o un grado atrás. Sin embargo, el grupo de estudiantes que están dos o mas grados atrás presentan atraso tanto en inglés como en matemáticas. Por lo que el director propuso dos metas académicas generales: El éxito académico general y La participación y compromiso de los estudiantes, familia y comunidad. Para lograr esta meta se considera seguir El Simple Plan para el Logro del Estudiante del cual se alinea con el Plan de Rendición de Cuentas y Control Local del Distrito, como, por ejemplo, el compromiso por parte de los estudiantes en asistir a la escuela, oportunidades de participación de los padres, antecedente de los estudiantes como por ejemplo si son reclasificados, grados, crecimiento académico, etc.

Mr. Johnston le pidió a los padres sugerencias y recomendaciones que pudieran ayudar a sus hijos en el siguiente curso escolar. Además, pregunto a los padres si consideraban bien que se mantuviera la ayuda de las actuales asistentes de instrucción para estudiantes English Learners para el siguiente año escolar.

La Sra. Pratz comunico que el distrito escolar abrirá una escuela de verano para apoyar a los estudiantes que necesitan mas soporte académico. Kids Factory estará abierto durante el verano.

La próxima junta será el 28 de mayo. La junta termino 4:30.

Minutes

The meeting started at 3:05, Mrs. Pratz welcomed and read the minutes in English and Spanish.

Mr. Howard Johnston, principal, showed and explained to the parents the results from IReady Math and Reading tests compared with the beginning of the school year with the second test that was administered in the middle of the year for the different grades. The results showed that there was an increase in the academic development for the groups on their grade or one behind. However, the students that are two or more grades behind show a delay in English Language art as well as Math. Therefore, the principal proposed two general academic goals: academic general success and the participation and compromise of the students, family, and community. To achieve this, it is considered to follow the School Plan for the Student's achievement, which is aligned with the District's Local Control and Accountability Plan, for example, student commitment for don't miss school, opportunities for the parents to participate, and student background among others.

Mr. Johnston asked for suggestions and recommendations to help the students succeed for the next school year. Also, he asked the parents if they considered it will be good to have the actual instructional assistants for EL for the next year.

Mrs. Pratz communicated that the District will open a Summer school program to help the students that are behind their academic level. Kids Factory will be open during the summer.

The next meeting will be on May 28. The meeting was finished at 4:30.



Invitation on Bloomz app

English Learners Advisory Committee important meeting.

Estimados Padres de familia bilingües,

Se les invita este jueves 11 de Febrero a las 2:30 pm a que asista a la junta del Comité por Zoom.

En esta junta se va a hablar del examen que se va a aplicar a los niños en el mes de Febrero que están aprendiendo inglés. El director y la coordinadora de los alumnos con segundo idioma estarán ahí para explicar y contestar a sus preguntas.

También esperamos contar con la presencia de Alejandra Guzman , especialista de Western Youth Services para hablar sobre temas socioemocionales en niños y los cursos que tienen para apoyar a la comunidad.

Dear Bilingual Parents,

You are invited this Thursday, February 11 at 2:30 pm to attend the Committee meeting by Zoom.

In this meeting we will talk about the test that will be applied to children in February who are learning English. The principal and the coordinator of the second language students will be there to explain and answer your questions.

We also hope to have the presence of Alejandra Guzman, Western Youth Services specialist to talk about social-emotional issues in children and the courses they have to support the community.



Topic: ELAC Meeting

Time: Feb 11, 2021 02:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://mysaddleback-org.zoom.us/j/95021812049?pwd=VzA0cnZUUFh6cDc3eGR6d2pKVVVJMZz09>

Meeting ID: 950 2181 2049

Passcode: 817696

One tap mobile

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+1 602 753 0140 US (Phoenix)

Meeting ID: 950 2181 2049

Passcode: 817696

Find your local number: <https://mysaddleback-org.zoom.us/u/akbPZiBCM>

Sinceramente/Sincerely,
Griselda Pratz Turbin
Bilingual Parent Advocate

Agenda

1. Student assessment data, what we are doing to support EL students.
2. ELPAC coming (what the parents need to know: date, test DL/Hybrid, get ready for the test, website parent guide for ELPAC and samples of testing at ELPAC starting smarter)
Mr. Howard Jonhston, Principal.
3. What you can do to support your student. *Mrs. Heather Lebus EL coordinator.*
4. Awards for students that were reclassified. *Mr. Howard Jonhston, Principal.*
5. Social-emotional program from WYS. *Alejandra Guzman, Outreach and Engagement Specialist*

Agenda

1. Datos de evaluación de estudiantes, que es lo que estamos haciendo para apoyar a los estudiantes EL.
2. Viene el ELPAC (Que necesitan saber los padres: fecha, prueba a DL / hibrido, prepárese para la prueba, guía para padres en el sitio web para ELPAC y muestras de pruebas en ELPAC comenzando de manera más inteligente)
Sr. Howard Jonhston, Director.
3. Qué puede hacer para apoyar a su estudiante. *Sra. Heather Lebus, Coordinadora de EL.*
4. Reconocimiento a los estudiantes que fueron reclasificados.
Mr. Howard Jonhston, Director.
5. Programa socio emocional por WYS. *Alejandra Guzman Especialista en enlace y participación.*

Participants/Participantes:

Florina Jimenez, Jake Ventura's mom.

Silvana Viera.

Julia Martinez.

Elda Sevilla.

Edith Jaimes, Melody and Madison Montoya's mom.

Areli Sanchez, Sara Sanchez's mom.

Ivan's phone.

Martha Reyes, Karen Carrera's mom

Montserrat Marroquin, Ivanna's mom.

Veronica.

Loren Orozco, Adolfo Dominguez's mom.

Sarah.

Galaxi S8.

Gregoria Coronado.

Andrea Sanchez.

Nubia Cordero.

Nidia Valenzuela.

Carmen de Carlos.

Alejandra Guzman, WYS specialist.

Heather Lebus, EL coordinator.

Howard Johnston, Principal.

Griselda Pratz Turbín, BPA.



**SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL**

ELAC

Minutas 11 de Febrero del 2021.

El director de la escuela, el Sr. Johnston comenzó la junta a las 2:35 explicando que cada año se realiza la evaluación de los estudiantes con otro idioma para conocer su nivel de inglés. Debido al COVID-19 este examen anual se suspendió. Este ciclo escolar se volvió a aplicar este examen. Mr. Howard explicó en qué consisten las pruebas así como la forma de que se califican que se realizan para los estudiantes con dos idiomas.

La coordinadora Heather Lebus, pidió a los padres que hablaran con sus hijos acerca del test y aconsejó algunas estrategias para que los alumnos tuvieran un mejor desempeño en el examen.

El director avisó a los padres las posibles fechas que estarían realizando los exámenes, así como también las medidas que se necesitarían para realizar el examen para los alumnos que toman clase en línea.

Para los estudiantes que están en el modelo híbrido se les enviará un correo electrónico para hacerles saber la fecha de su examen. Para los estudiantes que están en línea necesitarán tener un dispositivo del distrito para poder realizar el examen, más información al respecto se dará a conocer en los días por venir.

Un padre de familia pidió consejo acerca de cómo puede ayudar a su hija si veía ella que estaba atrasada en el idioma, el director dio algunas sugerencias y pidió al padre de familia que solicitara una junta de padres con la maestra de su hija para ser más específicos en las necesidades de su hija.

El director también felicitó a los estudiantes que fueron reclasificados este año.

Después, la Señorita Alejandra Guzmán, especialista de Servicios de WYS habló sobre los programas que ofrece este instituto en línea como el programa RESET TOOL BOX entre otros.. Se finalizó la junta a las 4:27.



**SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL**

ELAC

Minutes February 11, 2021.

The Principal of the school, Mr. Johnston began the meeting at 2:35, explaining that every year the students with languages other than English are evaluated to know their level of English. Due to COVID-19 this annual exam was suspended. This test has been re-administered this school year, Mr. Howard explained what the test consists of as well as how they are scored for dual language learners.

Heather Lebus Coordinator asked parents to talk with their children about the test and she suggested some strategies for students to perform better on the test.

The Principal advised the parents for tentative dates that they would be taking the test, as well as the measures that will be needed to take the test for students in Distance Learning.

For students in the hybrid model, an email will be sent to let them know the date of their test.

For students in Distance Learning will need a dispositive from the district in order to do the test, more information about it will be realize in days to come.

A parent asked for advice about how she can help her daughter if the parent noticed her child was behind in English language, the principal gave some suggestions and asked the parent to request a teacher/parent conference to talk with the teacher to be more specific with the needs of the child.

The principal also congratulated students who were redesignated this year.

After that, Ms. Alejandra Guzman, WYS services specialist talked about the programs that offer this institute online such as RESET TOOL BOX among others.

The meeting ended at 4:27.

SANTIAGO STEAM MAGNET ELEMENTARY



Usted es cordialmente invitado a la
3ra junta del Comité para los Estudiantes de Segundo Idioma por **ZOOM**

Viernes 28 de Mayo a las 2:30 pm

*El director hablará sobre el plan escolar. Por parte de MHFRC
brindara información sobre la vacuna COVID 19. Además, se hablará
sobre las ultimas noticias del ciclo escolar.*

Topic: ELAC Meeting

Time: May, 28 @2:30

Join Zoom Meeting

[https://mysaddleback-
org.zoom.us/j/96136571878?pwd=TWNsWEEd3Q09rUW8reG5MM3k0dGFaQT09](https://mysaddleback-org.zoom.us/j/96136571878?pwd=TWNsWEEd3Q09rUW8reG5MM3k0dGFaQT09)

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Meeting ID: 961 3657 1878

Passcode: 496996

Find your local number: <https://mysaddleback-org.zoom.us/u/adZjrwxBuy>

Griselda Pratz

Bilingual Parent Advocate

SANTIAGO STEAM MAGNET ELEMENTARY



You are cordially invited

4th MEETING

ENGLISH LEARNERS ADVISORY COMMITTEE

ELAC by *ZOOM*

Friday May 28th @ 2:30pm

The Principal will talk about School year plan. MHFRC will provide information about COVID 19 vaccine. Also, we'll talk about the latest news from school.

Topic: ELAC Meeting

Time: May 28th @2:30 pm

Join Zoom Meeting

<https://mysaddleback-org.zoom.us/j/96136571878?pwd=TWNsWEEd3Q0Q9rUW8reG5MM3k0dGFaQT09>

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Passcode: 496996

Find your local number: <https://mysaddleback-org.zoom.us/u/adZjrwxBuy>

Griselda Pratz

Bilingual Parent Advocate



SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL

ELAC

AGENDA

1. Last minutes approval

Aprobación de las últimas minutas

<https://docs.google.com/document/d/12LrRnXcg8e3vxEGM359V2eAHd1ibAPjUwno6AnRH6wE/edit>

2. School Plan and next year changes

Plan escolar y cambios del siguiente año,

Mr. Howard Johnston, Principal

3. COVID 19 vaccination

Vacunacion COVID 19

Jenny Sanchez

Mission Hospital and Family Resources Center

4. End of the school news



SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL

ELAC

Participants for Santiago 4th ELAC meeting
May 28th 2021.

Edith Jaimes, Parent
Florina Jimenez, Parent
Julia Martinez, Parent
Norbelia Alvear, Parent
Delmy Orozco, Parent
Loren Orozco, Parent
Greicy Fuentes, Parent
Sonia Orozco, Parent
Howard Johnston, Principal
Jenny Sanchez, Community Health Advocate
Griselda Pratz, BPA



**SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL**

ELAC

Minutas de la 4ta reunión del ELAC
Distrito Escolar Unificado de Saddleback Valley
Viernes 28 de Mayo del 2021
Junta Zoom.

La junta comenzó a las 2:36.

La Sra. Pratz dio la bienvenida a los padres presentes y pidió que leyeran las minutas de la junta pasada. Las minutas fueron aprobadas por la Sra. Florina Jiménez y la Sra. Edith Jaimes.

El consejo escolar aprobó el plan del año escolar del 21-22. El Sr. Johnston explicó de que se trataba. Primero, explicó, que además de enfocarse en la parte académica, se agregara el programa de intervención y soporte del comportamiento positivo (PBIS). Segundo, habrá de 12 a 14 horas de enseñanza extra por semana para los estudiantes EL. Además, el director anunció que todos los grados escolares tendrán clases de música dos veces a la semana, los grados 5to y 6to tendrán clases de instrumentos de cuerda. También anunció que habrá clases de educación física con un maestro dedicado a esta actividad para los grados superiores. El director anunció que el próximo año serán clases presenciales en Santiago.

La Srita. Jenny Sánchez abogada en salud de la Comunidad por Mission Hospital y del Centro de Recursos para la Familia dio información sobre la vacuna COVID 19, información de que vacunas hay disponibles, su eficacia y seguridad para la población de 12 años a más.

La Sra. Griselda Pratz pidió a los padres que actualizaran los esquemas de vacunación de los de Kínder y primer grado estudiantes además informo como seria la graduación de sexto grado de este año.

La junta finalizó aproximadamente a las 4:00 pm.



**SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL**

ELAC

Minutes of ELAC Meeting
Saddleback Valley School District
Friday May 28th, 2021
Zoom Meeting.

The meeting started at 2:36.

Mrs. Pratz welcomed and asked the parents to read the last minutes. Mrs. Florina Jimenez and Mrs. Edith Jaimes approved the minutes.

The School Council approved the plan for school years 21-22. Mr. Johnston explained what it is about the school plan. First, he explained, besides focusing on the academic part, PBIS program will be added. Second, it will be from 12 to 14 hrs. of extra teaching per week for EL students. Also, he announced that all grades will have music classes, two times per week, 5th and 6th grades will have sting classes. Mr. Howard added that it will be physical education classes with a dedicated teacher for this class for the upper grades. The Principal added that next school year will be in-person instruction at Santiago.

Ms. Jenny Sanchez, Health Community Advocated from Mission Hospital and Family Resources Center, gave information about COVID 19 vaccines, which vaccines are, effectiveness, safeness, and availability for 12 years and up.

Mrs. Pratz asked the parents to update immunization records for Kinder and first grade and how it will be the graduation ceremony for 6th grades.

Meeting ended approximately at 4:00 pm.

ELAC Agenda

Santiago Elementary - La Primera Junta de ELAC de 2020-2021!

Queridos Padres de la Escuela Santiago STEAM,
Aparten la fecha,

Ustedes no van a querer perderse la Primera Junta del Comité de los Estudiantes aprendiendo Inglés (ELAC por sus siglas en Inglés) ahora por Zoom!

Esta será el 29 de Octubre a las 8:30 AM.

Vamos a contar con la presencia del Director, el Sr. Howard Johnston y la Coordinadora de los estudiantes que están aprendiendo Inglés, la Sra. Heather Lebus. No se pierda de esta oportunidad de platicar y preguntar sobre esto. Como siempre, habrá servicio de traducción. Se hablará de:

1. Apertura de la escuela /Medidas Covid-19 con una sesión de preguntas y respuestas.
2. Descripción de la función del ELAC y cuáles son los servicios para estudiantes EL.
3. Selección de oficiales para el nuevo período del ELAC.
4. Anuncios como:

-Conferencias de los padres con los maestros.

-Bloomz.

Claudia Pulido & Griselda Pratz Turbin

Bilingual Parent Advocates

Santiago STEAM Elementary School

Dear Santiago STEAM School's Parents,

Save your calendar

You don't want to miss the first ELAC meeting of the school year , now by Zoom!

It will be on October 29th @ 8:30 AM.

We are going to have Mr. Howard Johnston principal, and Mrs. Heather Lebus EL coordinator to talk about School reopening and the English Learners Program. Don't miss this opportunity to talk or ask about it. As always ,It will be translation service.

it will be discussed:

1. School Reopening/Covid-19 measures with questions and answers session.
2. Description of what is ELAC and which EL services are.
3. Elections of officers for new ELA committee
4. Announcements:

-Parent – Teacher conferences

-Bloomz.

Claudia Pulido & Griselda Pratz Turbin

Bilingual Parent Advocates

Santiago STEAM Elementary School



SANTIAGO STEAM MAGNET
ENGLISH LEARNER ADVISORY COUNCIL

ELAC

Participants for Santiago ELAC meeting
October 29th, 2020.

Howard Johnston, Principal

Griselda Pratz, BPA

Claudia Pulido, BPA

Carmen Perez de Carlos, BPA

Florina Jimenez, Parent

Julia Martinez, Parent

Yesenia Millan, Parent



SANTIAGO STEAM MAGNET ENGLISH LEARNER ADVISORY COUNCIL

ELAC

**Date: Thursday October 30, 2020
Virtual ELAC Meeting Minutes**

The meeting was called to order at 8:35am by Griselda Pratz. She welcomed the parents to the first ELAC meeting of the school year of 2020-2021.

Principal Howard Johnston welcomed everyone and shared information about Covid-19 measures. He explained the differences between the low risk symptoms and the high risk symptoms. He also discussed the academic procedures for when a child or family member test positive for Covid-19. If a student or family member test positive for Covid-19 they will need to stay home and quarantine.

There are 2 choices for the student while in quarantine:

1. Once hour of online instruction with a teacher
2. Complete asynchronous work posted by the student's teacher

Either option will need to be approved by the parents, teacher and administrator.

Mr. Johnston mentioned the importance of communication between the parents and the school. The parents need to communicate with the school in regards to any absents. The school needs to know if there is anything the school can do for support. It's important for the school to know why a student is sick so we can keep the school safe.

Topics for next ELAC Meeting:

- Student Assessments – What are we doing to support our EL Students
- ELPAC Assessments – Review how are students are doing. We were in the process but because of Covid-19 we had to stop.

Meeting concluded at 9:30am.



SANTIAGO STEAM MAGNET ENGLISH LEARNER ADVISORY COUNCIL

ELAC

**Fecha: Jueves October 30, 2020
Junta de ELAC Virtual - Minutas**

La reunión fue iniciada a las 8:35 am por la defensora de los padres Griselda Pratz. Dio la bienvenida a los padres a la primera reunión de ELAC del año escolar 2020-2021.

El director Howard Johnston dio la bienvenida a todos y compartió información sobre el Covid-19. Explicó las diferencias entre los síntomas de bajo riesgo y los de alto riesgo. También habló sobre los procedimientos académicos para cuando un niño o un miembro de la familia dan positivo por Covid-19. Si un estudiante o miembro de la familia da positivo por Covid-19, tendrá que quedarse en casa y ponerse en cuarentena.

Hay 2 opciones para el estudiante mientras está en cuarentena:

1. Una hora de instrucción en línea con un maestro.
2. Completar el trabajo asincrónico publicado por el maestro del alumno.

Eith Cualquiera de las dos opciones deberá ser aprobada por los padres, el maestro y el administrador.

El Sr. Johnston mencionó la importancia de la comunicación entre los padres y la escuela. Informó a los padres que cuando un estudiante presenta síntomas (no covid-19) la escuela notificará a las familias de los estudiantes que están en la misma clase que el estudiante que presenta síntomas. Si un estudiante da positivo en la prueba de Covid-19, notificaremos a todas las familias de la escuela.

Los padres deben comunicarse con la escuela con respecto a cualquier ausencia. La escuela necesita saber si hay algo que la escuela pueda hacer para brindar apoyo. Es importante que la escuela sepa por qué un estudiante está enfermo para que podamos mantener la escuela segura.

Temas para la próxima reunión de ELAC:

- Evaluaciones de estudiantes: ¿Qué estamos haciendo para apoyar a nuestros estudiantes EL?
- Evaluaciones de ELPAC: revise el desempeño de los estudiantes. Estábamos en el proceso, pero debido a Covid-19 tuvimos que parar.

Reunión concluida a las 9:30 am.



SCHOOL SITE COUNCIL MEETING

AGENDA

OCTOBER 15, 2020

2:30PM - LIVE ZOOM

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

Join Zoom Meeting

[https://mysaddleback-org.zoom.us/j/91612381169?](https://mysaddleback-org.zoom.us/j/91612381169?pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09)

[pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09](https://mysaddleback-org.zoom.us/j/91612381169?pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09)

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Meeting ID: 916 1238 1169

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Find your local number: <https://mysaddleback-org.zoom.us/u/a9rvGFt5x>

Minutes:

School Site Council Meeting Minutes
October 15, 2020
2:30pm - Zoom

Site Council Members in Attendance:

Linda Kennedy
Heather Lebus
Debbie Iway
Amanda Fillers
Jami Orlowski
Jennifer Mavros
Joe Cruz
Michelle Onufer
Natalie Glenar
Howard Johnston

1. Call Meeting to Order
2. Introduction of Members
All members introduced themselves to the council.
3. Approval of Bylaws
Members read through Bylaws and voted to approve as is.
4. Election of Officers
Chairperson - Howard Johnston
Vice-Chairperson -
Secretary -
5. Safety Plan
Mr. Johnston review the updated School Safety Plan with the council. Suggestions were made including adding more support for monitoring entrance to parking lot for students and families walking. Mr. Johnston made a motion to approve School Safety plan. Mrs. Orlowski seconded the motion. Council unanimously approved plan.
6. New Items
Reminder that we will be looking at school-wide data in the spring after Middle of the Year assessments and begin to discuss next year's School Plan for Student Achievement.
7. Adjourned Meeting



SCHOOL SITE COUNCIL MEETING

AGENDA

MARCH 5, 2021

3:00PM - LIVE ZOOM

Agenda

- I. Call the Meeting to Order
- II. Roll Call of Members
- III. Call for Any Additions/Deletions of Agenda Items
- IV. Reading and Approval of Minutes
- V. Public Comments
- VI. Unfinished Business and General Orders
- VII. New Business
- VIII. Adjournment

Join Zoom Meeting

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[pwd=cXE2eXM4NmRsQlZaTW9nKzV5ZkJkdz09](https://mysaddleback-org.zoom.us/j/91612381169?pwd=cXE2eXM4NmRsQlZaTW9nKzV5ZkJkdz09)

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Meeting ID: 916 1238 1169

Passcode: 286776

Find your local number: <https://mysaddleback-org.zoom.us/u/adogXNeNW1>

Minutes:

March 5, 2021

3:00pm

Zoom

Attendance:

Jennifer Mavros

Joe Cruz

Debbie Higgins

Jami Orłowski

Linda Kennedy

Heather Lebus

Amanda Fillers

3:00pm - Call to Order

Read Minutes with approval by board

Reviewed Santiago student data: iReady for Reading and Math. Data was broken down by grade levels and EL/non-EL students.

Reviewed overarching goals for our School Plan for Student Achievement (SPSA) and how Santiago needs to be in line with district goals from LCAP. Much of the data with regard to the California Dashboard is from the previous year due to COVID restriction and lack of new data.

Reviewed timeline for completing the SPSA and shared that site council would have a more detailed discussion at April's meeting before final version would be approved at the May meeting.

Members discussed what Title I monies could be allocated for and suggestions were made regarding more support for EL students based on student data.

4:00pm - Meeting Adjourned



SCHOOL SITE COUNCIL MEETING

AGENDA

APRIL 29, 2021
3:00PM - LIVE ZOOM

Agenda Items

- I. Call Meeting to Order
- II. Roll Call of Members
- III. Call for Any Additions/Deletions for Agenda
- IV. Reading and Approval of Minutes
- V. Public Comments
- VI. Unfinished Business and General Orders
- VII. New Business
- VIII. Adjournment

Join Zoom Meeting

[https://mysaddleback-org.zoom.us/j/91612381169?
pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09](https://mysaddleback-org.zoom.us/j/91612381169?pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09)

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Minutes:

3:00 - Meeting called to order

Attendance:

Michelle Onufer
Howard Johnston
Heather Lebus
Debbie Iway
Jennifer Mavros
Jami Orłowski
Amanda Fillers
Joe Cruz
Linda Kennedy
Natalie Glenar

Read minutes with unanimous approval by board.

Mr. Johnston discusses the School Plan for Student Achievement Plan which included:

- Explanation of Title I funds
- School's Vision and Mission
- Santiago's Main Goals
- Structure of SPSA
 - Academics: ELA/ELD, Math, HQPBL
 - Engagement: Parents and Students
 - How to achieve goals.
 - Budget

Discussion among the entire School Site Council regarding SPSA that led into a conversation regarding the need for intervention teacher for the 21/22 school year. All were in agreement there is a need. Mr. Johnston made a motion to include two (2) 49% Intervention Teachers within the SPSA. Ms. Iway seconded the motion. All members were in favor and was approved unanimously by board.

Mr. Johnston explained the next steps in developing the plan including further input from the School Site Council up to approval of the plan.

4:24pm - Meeting Adjourned



SCHOOL SITE COUNCIL MEETING

AGENDA

MAY 20, 2021

3:00PM - LIVE ZOOM

Agenda Items

- I. Call Meeting to Order
- II. Roll Call of Members
- III. Call for Any Additions/Deletions for Agenda
- IV. Public Comments
- V. Unfinished Business and General Orders
- VI. New Business
- VII. Adjournment

Join Zoom Meeting

[https://mysaddleback-org.zoom.us/j/91612381169?](https://mysaddleback-org.zoom.us/j/91612381169?pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09)
[pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09](https://mysaddleback-org.zoom.us/j/91612381169?pwd=cXE2eXM4NmRsQIZaTW9nKzV5ZkJjdz09)

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Meeting ID: 916 1238 1169

Passcode: 286776

Find your local number: <https://mysaddleback-org.zoom.us/u/a9rvGFt5x>

Minutes:

School Site Council Meeting Minutes
May 20, 2021
3:00pm - Zoom

Site Council Members in Attendance:

Linda Kennedy
Heather Lebus
Debbie Iway
Amanda Fillers
Jami Orlowski
Jennifer Mavros
Joe Cruz
Michelle Onufer
Natalie Glenar
Howard Johnston

1. Call Meeting to Order
2. Members in attendance.
3. No additions or changes to agenda.
4. No public comments
5. Reviewed Final Draft of Santiago's School Plan for Student Achievement with SSC. Discussion focused on data, both goals and funding or actions/activities. Mr. Johnston made a motion to approve Santiago's 21-22 school year School Plan for Student Achievement. Mrs. Orlowski seconded the motion. All members were in favor.
6. New Items
Mr. Cruz mentioned a willingness to support our PAL program for next year. Mr. Johnston thanked all members of the school site council for their support in one of the most difficult years on record.
7. Adjourned Meeting.