School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santiago STEAM Magnet Elementary School	30-73635-6085351	June 12, 2019	June 20, 2019

Purpose and Description

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

Schoolwide Program

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

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

Santiago STEAM Magnet Elementary School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals. Our resources will align with our three goals centered around (1) Improve student performance, progress and literacy in all content areas; (2) Improve school climate through increased student engagement & Parent Involvement; and (3) Expand and Support Technology for Learning.

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. 144 parents chose to participate this year. The survey asks 20 questions ranging from the safety of the school to school communication to the success of their child.

Teacher Survey:
Teachers are given a survey after each of their Professional Development/Planning Days. Questions typically consist of:
1) What did you get out of today's Planning Day?
2) What opportunities would you like to see in future Planning Days?
3) What support do you need to be able to most successful in implementing Project-Based Learning?
4) What areas of focus would yo like to learn about or dig into deeper during future PBL Days?

Summary:
Our Parent Survey showed parents believe:
1) Their children are in a safe place to learn.
2) Their children like to come to school.
3) Our school provides information on the programs offered to their child.
4) Written communication with parents is in their home language.
5) Our school involves parents in activities to help their child be successful.
6) Parents are encouraged by staff to attend school events.
7) Parent meeting times are not always scheduled at convenient times.

Our Teacher Surveys showed teachers believe:
1) While collaboration and reflection among teachers have been outstanding this year, increasing that time for collaborative planning with grade level teams to strengthen PBL units is a priority.
2) Having time to work through our Tuning Protocol with others to receive constructive feedback from colleagues as it pertains to PBL units.
3) New learning tied to engaging strategies and small group instruction within PBL time.
4) The need to continue building skill and knowledge in dELD/iELD and Human Centered Design Thinking.
5) PBIS and Social-Emotional learning system needs to be fully incorporated.
6) Better integration of mathematics within PBL units is a priority.
7) Much growth was seen in students throughout the year in skills needed for successful completion of PBL units by students.
8) Students were being given equitable education across grade levels and classrooms.
9) There is a need for a universal screener for mathematics.
10) Need time to refine out Foundational Block structure to maximize support to students in need.

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 in two ways: 1) By administration and 2) through Instructional Rounds by the Leadership Team and teachers. Administrative observations are ongoing throughout the school year, while Instructional Rounds happens twice a year.

Summary:
Throughout the school year, the administration witnessed, consistently, the high quality of curriculum developed by all teachers and the equity of the delivery of curriculum to all students across all grade levels and classrooms. Small group instruction was prevalent. Developing collaborative and independent learners was evident across all classes. Much time was committed to supporting all students in increasing their skills in ELA and mathematic Foundational Skills. The classroom environments were developed to support project-based learning and flexibility throughout the day. Special Ed

and Intervention teachers support student needs in a push-in and pull-out format, as needed. There was consistency across all classes relating to HQPBL instruction, Human Centered Design Thinking, Social-Emotional instruction using Second Step, and Foundational Skills instruction.
For Instructional Rounds, our team developed a Problem of Practice: Few students are able to transfer their success with oral and academic discourse into their academic writing. Teachers are working to improve students ability to apply the vocabulary that they have learned into written responses. Three focus questions were developed to narrow our focus for Instructional Rounds:

1) What writing supports are available to your students?
2) How do we ensure that students know how to use writing supports effectively?
3) How do we differentiate writing and writing supports for our students?

Throughout the walkthroughs factual data was collected to discover patterns within our instruction/student tasks. Pattern statements were created:
1) 90% of classrooms visited, lessons included sentence frames, academic vocabulary, Thinking Maps relevant to the current prompt/objective.
2) The majority of observed academic language by students was verbal.
3) Teachers were facilitators.
4) Evidence of student to student collaboration increases in depth through grade level progression.
5) Evidence of student engagement in flexible learning environments in all classes.

The effort to match the level of academic discourse in written form that we're seeing in verbal form continues to be our focus during Instructional Rounds and PBL unit development.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

We annually use CAASPP results in ELA and mathematics for all students (and separately for students within numerically significant subgroups), as well as DIBELS and Fountas and Pinnell Running Records for reading and district Performance Tasks for mathematics. While DIBELS, Fountas and Pinnell, BPST and CORE Reading assessments are sufficient to determine student outcomes at the school level, district Performance Tasks are insufficient to determine progress and needs for students within mathematics.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

Throughout the school year, teachers have received support from an instructional coach. The instructional coach has provided:
1) Professional Learning/Planning Days centered on HQPBL, ELD, ELA, writing, and curriculum development..
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) leading Instructional Rounds.
6) 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 each monthly professional development/planning day and at all staff meetings. Their focus has been to develop High-Quality Project Based Learning units, integrate ELD, analyze student data and determine next tier of support to students in need.

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Students not on grade level in reading receive researched based small group instruction. Progress is tracked through DIBELS and Fountas and Pinnell assessments and is discussed during grade level PLC/Data Team and MTSS meetings.

Parental Engagement

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

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

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

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

Funding

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

Categorical funding provides our site with several educational professionals, dedicated to ensuring that underperforming students meet standards. Two part time intervention teachers sees 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 11, 2018. Election date and results:
September 12, 2018 -- Fernando Fronda, Jamie Goodwyn, and Kari Irwin were the parents elected by other parents. Catherine Scanlon, Katie Reiss, and Sylvia Brown were the teachers elected by their peers.

SSC meeting dates and topics:
September 18, 2018 – SSC training; election of officers; review of by-laws; review and discussion of categorial expenditures; review of implementation of 17-18 SPSA with discussion for revisions; review of California Dashboard data; safety plan.
September 27, 2018 – Review of and approval for 18-19 SPSA; review and approval of School Safety Plan.
May 2, 2019 – Review of interim assessments data; review and evaluation of current implementation and effectiveness of SPSA actions; ELAC report.
June 7, 2019 -- Review of interim assessments data; revisions of proposed 19-20 SPSA and budget; approval of 19-20 SPSA by Site Council.

ELAC meetings dates and topics:
September 20, 2018 - Needs assessment with parents (Homework, Afterschool/Music/Art, increase playground assistants, continued improvement is communication with parents throughout the school year)
January 31, 2019 - Discussion regarding parent involvement at Ignite Nights, College Road Trips, Parent/Teacher Conferences, and Lunch with a Loved One. Support for students using ST Math.
March 28, 2019 - Review of interim assessments data; review and evaluation of current implementation and effectiveness of SPSA goals and actions; Budget discussion.
May 10, 2019 - Reviewed and celebrated results of students who were Reclassified.

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

Santiago STEAM Leadership Team meeting dates and topics:
December 4, 2018 - Discussion of PD/Planning Days, dELD, Foundational Blocks, and assessment for the year.
January 8, 2019 - Discussion of PD/Planning Days, dELD connections to PBL units and Second Step, develop staff meetings.
March 12, 2019 - Discussion of PD/Planning Days, dELD; assessment results and discussion related to SPSA for 19-20 including budget; develop staff meetings,
May 14, 2019 - Review of interim assessments data; review and evaluation of current implementation and effectiveness of SPSA actions; ELAC and SSC report; discuss goals, actions and annual measurable outcomes for the 19-20 SPSA.

Based on:

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

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard; local assessments, including DIBLES ELA, Foutas and Pinnell (F&P), Math Performance Tasks, 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.24%	%	%	1		
African American	1.96%	2.0%	2.70%	9	8	10
Asian	3.18%	4.5%	4.32%	12	18	16
Filipino	4.16%	4.0%	3.78%	17	16	14
Hispanic/Latino	59.66%	57.5%	59.19%	249	230	219
Pacific Islander	0%	%	%	0		
White	24.21%	26.0%	23.24%	122	104	86
Multiple/No Response	6.60%	2.5%	3.51%	24	10	13
			Total Enrollment	434	400	370

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	55	45	45
Grade 1	52	57	46
Grade 2	67	57	58
Grade3	51	59	55
Grade 4	61	49	56
Grade 5	65	62	50
Grade 6	83	71	60
Total Enrollment	434	400	370

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 decline.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	163	161	147	38.2%	40.3%	39.7%
Fluent English Proficient (FEP)	30	29	26	7.0%	7.3%	7.0%
Reclassified Fluent English Proficient (RFEP)	14	13	11	8.4%	8.0%	6.8%

Conclusions based on this data:

1. Santiago has reclassified fewer students over the last three years.
2. Santiago's English learner population continues to grow.

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2400.	2379.	2385.	10	11.29	12.96	29	16.13	14.81	25	24.19	27.78	35	48.39	44.44
Grade 4	2466.	2414.	2441.	22	9.80	20.69	25	9.80	13.79	18	21.57	22.41	35	58.82	43.10
Grade 5	2495.	2477.	2491.	21	9.84	8.33	26	27.87	41.67	30	31.15	25.00	23	31.15	25.00
Grade 6	2540.	2508.	2544.	16	11.59	17.74	39	28.99	43.55	28	30.43	25.81	18	28.99	12.90
All Grades	N/A	N/A	N/A	18	10.70	15.32	30	21.40	28.38	26	27.16	25.23	26	40.74	31.08

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

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

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

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

Conclusions based on this data:

1. 43.7% our student population "Exceeded" or "Met" proficiency on the ELA portion of the CAASPP, an increase of 11.6 percentage points over previous year.
2. All domains showed an increase in percentage of students "Above Standards" over previous year.
3. An average of 8.7% point drop in the number of students "Below Standards" in all 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	64	55	51	64	54	51	64	54	100	100	98.2
Grade 4	62	52	59	62	52	58	62	52	58	100	100	98.3
Grade 5	65	62	50	65	62	49	65	62	49	100	100	98
Grade 6	83	69	62	83	69	62	83	69	62	100	100	100
All Grades	261	247	226	261	247	223	261	247	223	100	100	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2394.^	2374.^	2394.^	10	10.94	7.41	24	9.38	16.67	20	23.44	31.48	47	56.25	44.44
Grade 4	2459.^	2428.^	2434.^	11	9.62	6.90	26	7.69	17.24	39	40.38	36.21	24	42.31	39.66
Grade 5	2466.^	2470.^	2479.^	15	4.84	8.16	11	19.35	16.33	22	37.10	36.73	52	38.71	38.78
Grade 6	2516.^	2465.^	2524.^	14	8.70	14.52	20	13.04	29.03	37	26.09	32.26	28	52.17	24.19
All Grades	N/A	N/A	N/A	13	8.50	9.42	20	12.55	20.18	30	31.17	34.08	37	47.77	36.32

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

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

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

Conclusions based on this data:

1. 29.6% our student population "Exceeded" or "Met" proficiency on the Mathematics portion of the CAASPP, an increase of 8.6 percentage points over previous year.
2. All domains showed an increase in percentage of students "Above Standards" over previous year.
3. An average of 9.3% point drop in the number of students "Below Standards" in all domains.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	1474.9	1475.6	1473.0	16
Grade 1	1471.1	1499.7	1441.9	22
Grade 2	1501.6	1503.6	1499.1	28
Grade 3	1486.2	1485.5	1486.2	27
Grade 4	1503.2	1496.7	1509.0	25
Grade 5	1529.5	1508.4	1550.2	18
Grade 6	1541.6	1541.4	1541.2	16
All Grades				152

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*	*	*			16
Grade 1	*	*	*	*	*	*	*	*	22
Grade 2	14	50.00	*	*	*	*			28
Grade 3	*	*	*	*	*	*	*	*	27
Grade 4	*	*	14	56.00	*	*	*	*	25
Grade 5	*	*	*	*	*	*	*	*	18
Grade 6	*	*	*	*			*	*	16
All Grades	57	37.50	55	36.18	25	16.45	15	9.87	152

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	12	75.00	*	*	*	*			16
Grade 1	15	68.18	*	*	*	*	*	*	22
Grade 2	20	71.43	*	*	*	*			28
Grade 3	*	*	*	*	*	*	*	*	27
Grade 4	*	*	13	52.00			*	*	25
Grade 5	*	*	*	*	*	*	*	*	18
Grade 6	12	75.00	*	*	*	*	*	*	16
All Grades	85	55.92	43	28.29	13	8.55	11	7.24	152

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	16
Grade 1	*	*	*	*	*	*	*	*	22
Grade 2	13	46.43	*	*	*	*	*	*	28
Grade 3			*	*	*	*	12	44.44	27
Grade 4	*	*	*	*	*	*	*	*	25
Grade 5	*	*	*	*	*	*	*	*	18
Grade 6	*	*	*	*	*	*	*	*	16
All Grades	40	26.32	40	26.32	32	21.05	40	26.32	152

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	68.75	*	*			16
Grade 1	18	81.82	*	*	*	*	22
Grade 2	14	50.00	14	50.00			28
Grade 3	*	*	16	59.26	*	*	27
Grade 4	*	*	17	68.00	*	*	25
Grade 5	*	*	*	*	*	*	18
Grade 6	*	*	*	*	*	*	16
All Grades	70	46.05	70	46.05	12	7.89	152

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			16
Grade 1	16	72.73	*	*	*	*	22
Grade 2	23	82.14	*	*			28
Grade 3	11	40.74	*	*	*	*	27
Grade 4	17	68.00	*	*	*	*	25
Grade 5	13	72.22	*	*	*	*	18
Grade 6	14	87.50	*	*	*	*	16
All Grades	103	67.76	37	24.34	12	7.89	152

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			16
Grade 1	*	*	*	*	*	*	22
Grade 2	13	46.43	*	*	*	*	28
Grade 3			13	48.15	14	51.85	27
Grade 4	*	*	15	60.00	*	*	25
Grade 5	*	*	*	*	*	*	18
Grade 6	*	*	*	*	*	*	16
All Grades	43	28.29	63	41.45	46	30.26	152

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	16
Grade 1	*	*	13	59.09	*	*	22
Grade 2	*	*	17	60.71	*	*	28
Grade 3	*	*	20	74.07	*	*	27
Grade 4	*	*	14	56.00	*	*	25
Grade 5	12	66.67	*	*	*	*	18
Grade 6	*	*	*	*	*	*	16
All Grades	52	34.21	77	50.66	23	15.13	152

Conclusions based on this data:

1. 84.21% of students are at Level 3 or 4 in Oral Language while only 52.64% are at Level 3 or 4 in Written Language.
2. Students are strongest in Listening (46.05% Well Developed) and Speaking (67.76% Well Developed) domains with the fewest (7.89 Beginning) for both areas.
3. Students are struggling the most in both the Reading (28.29% Well Developed) and Writing (34.21% Well Developed) domains.

School and Student Performance Data

Student Population

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

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

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

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

Conclusions based on this data:

1. Over 50% of students at Santiago STEAM Magnet are within the Socioeconomically Disadvantaged subgroup.
2. Almost 40% of students at Santiago STEAM magnet are within the English Learner subgroup
3. Almost 60% of students at Santiago STEAM Magnet students are within the Hispanic subgroup.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students in both ELA and Mathematics continue to be below school's expectations.
2. A portion of our population continues to negatively effect our Chronic Absenteeism rates.
3. While performance on suspension rates for all students appear low, this actually effect a small portion of students at Santiago STEAM Magnet.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	1

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
16.2 points below standard	50.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 19.5 points	Increased 10.4 points	1 students
212 students	97 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
44.4 points below standard	45.9 points below standard	73.5 points below standard
Increased 35.8 points	Increased 16.6 points	Increased 27.4 points
12 students	120 students	25 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6 students		8 students	8 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
42.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	26.4 points above standard
Increased 15.9 points	10 students		Increased 34.1 points
126 students			52 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.8 points below standard	71.9 points above standard	10.6 points above standard
Increased 17.7 points	Increased 39.5 points	Increased 31.1 points
80 students	17 students	107 students

Conclusions based on this data:

1. All subgroups showed gains, with an average 22.55 point increase in all subgroups.
2. While English Learners only increased 17.7 points, Santiago students who have Reclassified increased 39.5 points.
3. While all subgroups averaged 53.63 points below standard, they all showed significant gains.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	1

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
38.2 points below standard	72.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased	Increased	1 students
25.4 points	15.7 points	
212 students	97 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
77.8 points below standard	64.4 points below standard	89.2 points below standard
Increased	Increased	Increased
41.8 points	29.9 points	25.3 points
12 students	120 students	25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 62.2 points below standard Increased 24.2 points 126 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	No Performance Color 0 Students	Blue 3.9 points above standard Increased 36.8 points 52 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.2 points below standard Increased 24.7 points 80 students	7.1 points above standard Increased 22.7 points 17 students	10.7 points below standard Increased 36.2 points 107 students

Conclusions based on this data:

1. All subgroups showed gains, with an average 28.18 point increase in all subgroups.
2. English Learners increased 24.7 points, besting Reclassified Santiago students who increased 22.7 points.
3. While all subgroups averaged 75.93 points below standard, they all showed significant gains.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

Conclusions based on this data:

1. Percentage of English Learners scoring at Level 4 were higher than any other level.
2. Over 73% of English learners scored a 3 of 4.
3. Less than 10% of English learners scored a 1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

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

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
18.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	0% chronically absent
11 students	0 students	Maintained 0%	Maintained 0%
		16 students	17 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
6.2% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8% chronically absent
Increased 1.7%	Declined 4%	0 students	Increased 6.1%
227 students	29 students		88 students

Conclusions based on this data:

1. Overall, chronic absenteeism increased 1.9%.
2. Students in Santiago's "Homeless" subgroup showed an increase in chronic absenteeism of 14.3%.
3. Students in Santiago's "White" subgroup showed an increase in chronic absenteeism of 6.1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.7% suspended at least once	1.9% suspended at least once	Less than 11 Students - Data Not
Increased 0.8%	Increased 1.3%	5 students
404 students	160 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
0% suspended at least once	1.3% suspended at least once	0% suspended at least once
Maintained 0%	Declined -0.4%	Declined -4.3%
23 students	227 students	43 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	11.8% suspended at least once
11 students		Maintained 0% 17 students	Increased 11.8% 17 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
1.3% suspended at least once	3.2% suspended at least once	0 Students	1.1% suspended at least once
Increased 0.5% 236 students	Increased 3.2% 31 students		Maintained 0.2% 91 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.7% suspended at least once	0.9% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

1. Santiago's overall percentage (0.8%) continues to rate extremely low for suspensions.
2. "Students with Disabilities" decreased 4.3% over the previous year.
3. No suspensions for "Homeless" and "Students with Disabilities."

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

Improve student performance, progress and literacy in all content areas

Goal 1

Improve student performance, progress and literacy in all content areas

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Literacy grades 3-6	Baseline: % of students who meet or exceed standards: o All: 43.7% (2017-18) o EL: 16.5% (2017-18) o SED: 28.9% (2017-18) o SWD: 26.0% (2017-18)	% of students who meet or exceed standards: o All will increase to: 46% o EL will increase to: 20% o SED will increase to: 32% o SWD will increase to: 30%
CAASPP Mathematics grades 3-6	Baseline: % of students who meet or exceed standards: o All: 29.6% (2017-18) o EL: 8.14% (2017-18) o SED: 14.7% (2017-18) o SWD: 8.7% (2017-18)	% of students who meet or exceed standards: o All will increase to: 33% o EL will increase to: 12% o SED will increase to: 18% o SWD will increase to:13 %

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Distance From Standard (English Language Arts) California Dashboard	Baseline: 50.7 points below standards / increased 10.4 points (2018)	Will move to 40 points below standards / 9.3 point increase
English Learners: Distance From Standard (Mathematics) California Dashboard	Baseline: 72.3 points below standards / increased 15.7 points (2018)	Will move to 60 points below standards / 12.3 point increase
DIBELS ELA MOY grades K-6	Baseline: Average Composite Scores: o All: 266.9, (18-19) o EL: 217.8, (18-19) o SED: 202.1, (18-19) o SWD: 222.8, (18-19)	Average Composite Scores: o All: 255.3 o EL: 255.3 o SED: 255.3 o SWD: 255.3
SVUSD Performance Tasks #1 (PTs) grades K-6 Mathematics	Baseline: % of students (All, EL, SED, SWD) meeting or exceeding standards o All: 42%, (18-19) o EL: 24%, (18-19) o SED: 28%, (18-19) o SWD: 30%, (18-19)	% of students (All, EL, SED, SWD) meeting or exceeding standards o All will increase to: 46% o EL will increase to: 28% o SED will increase to: 32% o SWD will increase to: 34%
PBL Rubrics MOY grades K-3	Baseline: Average Score (Scale 1-4) Critical Thinking: 2.36 (18-19) Teamwork: 2.40 (18-19) Creativity and Innovation: 2.31 (18-19) Presentation: 2.40 (18-19)	Average Score (Scale 1-4) Critical Thinking: 2.75 Teamwork: 2.75 Creativity and Innovation: 2.65 Presentation: 2.75
PBL Rubrics MOY graders 4-6	Baseline: Average Score (Scale 1-4) Critical Thinking: 2.42 (18-19) Collaboration: 2.19 (18-19) Creativity and Innovation: 2.04 (18-19) Presentation: 2.22 (18-19)	Average Score (Scale 1-4) Critical Thinking: 2.75 Teamwork: 2.50 Creativity and Innovation: 2.50 Presentation: 2.65

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A. ELA/ELD Core Instructional Program

A1. All teachers at Santiago STEAM Magnet will use Common Core State Standards, English Language Development Standards, district adopted pacing guides, district curriculum materials, proven research-based strategies and programs, and engaging technology as a basis for their planning and delivery of ELA/ELD core instruction to expand and support 21st Century teaching and learning within and outside of their PBL Units.

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

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

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

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)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A2. ELA Assessments and Tier II and Tier III Interventions

Fountas and Pinnell Running Records, CORE Reading, all Benchmark Advance, and DIBELS Reading assessments deemed necessary to monitor each student's adequate growth, or determine areas of need in reading will be used to support each teacher's ability to drive their instruction.

Teachers will develop and refine a school-wide MTSS Intervention Plan to focus on First Instruction and Tier II Instruction for all students that are aligned to the Common Core in Reading/Language Arts, focusing on claims, evidence and reasoning - specifically looking at Close Reading, Guided Reading, text dependent questioning, writing, strategies and tools such as Thinking Maps, and

listening and speaking strategies. Improving instruction in Foundational Skills will be emphasized to increase success for students in all grades.

All students, including students in subgroups, will be needs identified through grade level Data Teams to develop further support and intervention based on recommendation of our Student Success Team and MTSS process.

Student Success Team will meet every six weeks with necessary teachers to review students entered into Santiago's MTSS process

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

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

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

Amount(s)	Source(s)
16,098.87	Title I Part A: Allocation

Strategy/Activity 3

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

English Learners

Strategy/Activity

A3. English Language Development

English Learners will receive a minimum of 30 minutes of Designated English Language Development each day, along with Integrated ELD to increase language skills and achieve the English Language Development Standards and become Redesignated by the end of sixth grade.

EL Intervention will be provided for EL students, focusing specifically on ELD 1s, 2s, and Newcomers.

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

Amount(s)	Source(s)
12,866.87	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

A4. Planning and Professional Development (ELA/ELD)

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation
3,240.00	LCAP EL Sub Group

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. ELA/ELD Materials

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000.00	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

B. Math Core Instructional Program

B1. All teachers will utilize the core curriculum, including technology elements, to implement a balanced instructional approach in teaching mathematical concepts. Students will be involved in lessons and activities that support the conceptual development, procedural, fluency, and problem solving skills to become successful in mathematical comprehension within and outside of their HQPBL Units.

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

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

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

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)
	None Specified

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

B2. Math Assessments and Interventions

District Performance Tasks, ST Math, Dibels Math, and curriculum-based assessments deemed necessary to monitor each student's adequate growth, or determine areas of need in mathematics will be used to support each teacher's ability to drive their instruction.

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

All students, including students in subgroups, will be needs identified through grade level Data Teams to develop further support and intervention based on recommendation of our Student Success Team and MTSS process.

Student Success Team will meet every six weeks with necessary teachers to review students entered into Santiago's MTSS process

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

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

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

Amount(s)	Source(s)
16,098.88	Title I Part A: Allocation

Strategy/Activity 8

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

English 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.

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

Amount(s)	Source(s)
12,866.88	Title I Part A: Allocation

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

B4. Planning and Professional Development (Mathematics)

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

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

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

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

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Strategy/Activity 10

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

All Students

Strategy/Activity

B5. Mathematics Materials

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

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

Amount(s)	Source(s)

1,000.00	Title I Part A: Allocation

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

C. STEAM/HQPBL Instruction

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

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

The use of technology will be evident throughout each unit to build technological skills, as well as, increase students' ability in creativity, critical thinking, communication and collaboration.

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

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

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)
7,000.00	Title I Part A: Allocation

Strategy/Activity 12

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

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

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

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 13

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

All Students

Strategy/Activity

C3. English Language Development (Integrated)

Language objectives, sentence frames, and a rich visual environment will be implemented to ensure that English Learners are provided the opportunities to maximize their language development as it pertains all skills and content matter within HQPBL.

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

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

Amount(s)	Source(s)
	None Specified

Strategy/Activity 14

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

All Students

Strategy/Activity

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

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

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

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

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

Amount(s)	Source(s)
4,000.00	Title I Part A: Allocation
3,832.00	LCAP Site Based
1,000.00	LCAP Inclusive Practices

Strategy/Activity 15

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

All Students

Strategy/Activity

C5. 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)
10,088.50	Title I Part A: Allocation

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

Improve school climate through increased student engagement & Parent Involvement

Goal 2

Improve school climate through increased student engagement & Parent Involvement

Identified Need

Looking at student engagement, the California Dashboard represents Santiago STEAM Magnet's suspension rate over the last three years (2016, 2017, 2018): 1.7%, 0.9%, and 1.7%.The largest increase was with their English Learners at a 1.3% increase. Both English Learners and Hispanics fell within the Orange performance level. Second Step End of the Year assessment results showed...

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate: California Dashboard	% of students suspended at least once: o All: 1.7% (2018) o EL: 1.9% (2018) o SED: 1.3% (2018) o SWD: 0% (2018)	% of students suspended at least once: o All: 1.0% (2019) o EL: 1.0% (2019) o SED: 1.0% (2019) o SWD: 0% (2019)
Second Step EOY Assessment	Average percentage by: o All: 79.7% (2018), 72.4% (2019) o K: 92% (2018), 86% (2019) o 1: 80% (2018), 86% (2019) o 2: 69% (2018), 40% (2019) o 3: 73% (2018), 77% (2019) o 4: No Data (2018), 69% (2019) o 5: 83% (2018), 70% (2019) o 6: 82% (2018), 79% (2019)	Average percentage by: o All: 82% (2020) o K: 92% (2020) o 1: 90% (2020) o 2: 90% (2020) o 3: 60% (2020) o 4: 80% (2020) o 5: 75% (2020) o 6: 80% (2020)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night Attendance	Number of parents in attendance: o 390 adults representing 450 students - 87% (18-19)	Number of parents in attendance: o 90% (19-20)
Ignite Night #2 Attendance	Number of parents in attendance: o 397 adults representing 450 students - 88% (18-19)	Number of parents in attendance: o 90% (19-20)
Bloomz	Number of teacher posts: o 4,563 posts representing 16 teachers / average 285 (18-19)	Number of teacher posts: o average 300 posts per teacher (19-20)
Referrals for Technology Behavior	Baseline o ___% of students will referral	Percentage of students with referrals: o less than 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

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

Strategy/Activity 3

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
1,000.00	Title II Part A: Improving Teacher Quality

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 and College Field Trips for all grades and parents to enhance our Career and College Readiness program and to increase the likelihood that parents will encourage students to set goals for Careers and College.

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

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

Strategy/Activity 5

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
1,276.00	Title I Part A: Allocation

Strategy/Activity 6

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
3,212.00	Title I Part A: Parent Involvement

Strategy/Activity 7

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

All Students

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.

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

Amount(s)	Source(s)

500.00	Title I Part A: Allocation

Strategy/Activity 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. Reduce the percentage of students with technology referrals through the use of Digital Citizenship lessons adopted by SVUSD.

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

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

Expand and Support Technology for Learning

Goal 3

Expand and Support Technology for Learning

Identified Need

The use of technology to support teaching and learning continues to be a focus for Santiago STEAM Magnet. All stakeholders supported the continued need to expand and support educational technology within Santiago's STEAM/HQPBL design, especially with the increased number of students per year due to becoming a STEAM Magnet school. Issue with equity of distribution continue to be discussed. Developing a device replacement program is key to longevity of sustainability. Increasing student knowledge and practice in ethical use of technology is a priority throughout all grades.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of devices (not EOL) used for in class instruction	Chromebooks in use: 297 Percentage of Chromebooks up to date: 100% o EOL 2019 - 89 o EOL 2020 - 89 o EOL 2022 - 116 iPads in use: 181 Percentage of iPads up to date: 38% o EOL 2019 - 113 o EOL 2020 - 0 o EOL 2021 - 0 o EOL 2022 - 32 o EOL 2023 - 36	Chromebooks in use: 377 Percentage of Chromebooks up to date: 100% o EOL 2020 - 89 o EOL 2022 - 116 o EOL 2023 - 141 iPads in use: 208 Percentage of iPads up to date: 71% o EOL 2019 - 60 o EOL 2020 - 0 o EOL 2021 - 0 o EOL 2022 - 32 o EOL 2023 - 36 o EOL 2024 - 80

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

Provide equitable, current, and in working condition digital equipment for students across all classrooms. Continue to increase the ratio of devices (under 5 years old) for use in classroom instruction.

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)
31,260.00	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

Continue to provide and expand professional learning opportunities in:

1) Educational technology
2) Digital Citizenship
3) Technology standards
4) Instructional strategies related to technology standards

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students, Low Socio-Economically Disadvantaged

Strategy/Activity

Create iPad/Chromebook Home Check-out System with working EOL devices to increase student access to online resources from home.

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)
	None Specified

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	$137,540.00

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	$125,256.00
Title I Part A: Parent Involvement	$3,212.00
Title II Part A: Improving Teacher Quality	$1,000.00

Subtotal of additional federal funds included for this school: $129,468.00

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	$3,240.00
LCAP Inclusive Practices	$1,000.00
LCAP Site Based	$3,832.00

Subtotal of state or local funds included for this school: $8,072.00

Total of federal, state, and/or local funds for this school: $137,540.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Howard Johnston	Principal
Catherine Scanlon	Classroom Teacher
Katie Reiss	Classroom Teacher
Sylvia Brown	Classroom Teacher
Linda Kennedy	Other School Staff
Chad Robert Morgan	Parent or Community Member
Jamie Goodwyn	Parent or Community Member
Johnny Rodriguez	Parent or Community Member
Kari Irwin	Parent or Community Member
Fernando Fronda	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 12, 2019.

Attested:

Principal, Howard Johnston on June 13, 2019
SSC Chairperson, Howard Johnston on June 13, 2019

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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