

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Santiago Elementary

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

All Stakeholders, which includes, students, staff, parents, and the community will follow a clear vision for Santiago Elementary school that includes a welcoming and committed learning environment where all students will be motivated and enthusiastic about learning. Santiago will foster an environment which includes student engagement, safety and academic rigor. Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century. There will be a mutual trust and respect between district, community, and school where all stakeholders' input will be valued and an integral part of decision making to increase student achievement in the 2023-2024 school year.

Strategy/Activity 1

Tier 1

Santiago will foster a healthy environment for all students that will develop the physical, social, and emotional development of children in a structured and safe setting. Santiago will also implement the SAUSD We Care Campaign through a school-wide initiative, Anti-Bullying assemblies, parent trainings, school-wide lunchtime activities (Buddy Bench, Kindness Week, World Smile Day, Monthly Diversity Focus, SEL lessons, school dances and PBIS incentives (Turtle Dollars, Show Your Shell Award, and Turtle of the Month).

Tier 2

Santiago utilizes the COST system to provide student support with interventions, such as small group counseling, Assignment Completion Program (ACP), before and after school tutoring, and small group academic intervention. Outside providers (OCDE, Turning Point) also assist the site with parent workshops based on parent interests and needs that pertain to mental health and raising healthy children.

Tier 3

Santiago utilizes one-on-one counseling (academic/social-emotional), SARTS, Manifestation Determination Assessment (MDAs), Individual Education Plans (IEPs), 504 Plans, and Behavioral Intervention Plans (BIPs). With the support of SAUSD we are able to utilize the tier-three mental health services. Their integrated system of support ensures that youth have access to preventative, early intervention and intensive therapies.

Budgeted Amount:

600

Strategy/Activity 2

To support core curriculum and college and career readiness with a global lense, Santiago students will take part in hands on learning through field trips, assemblies, integration of physical education, visual performing arts, and arts and science.

Budgeted Amount:

18,449.80

Strategy/Activity 3

Tier 1

Classroom curriculum (circle of control, coping skills, social supports)

Create an attendance infographic for when absences are excused vs. unexcused in collaboration with attendance clerk to be shared with students, parents, and staff

School-wide incentives

Tier 2

Attendance Matters Incentive Program:

Daily check-ins with students who are chronically absent

Reward parties for students who reach their set goal (attend 95% of days enrolled)

Attendance Matters Incentive Program:

Parent calls home for students who are absent

Parent training for all parents involved in the program on the importance of attendance

Attendance information page sent home

Tier 3

Santiago will restore instructional days by reducing the number of chronic absenteeism through successful Tier 3 PBIS implementation. SART meetings will be held to ensure that students and parents are aware of the importance of attendance. Incentives for attendance and awards assemblies will be offered.

Budgeted Amount:

Strategy/Activity 4

Core instruction will be supported with the use of technology, including document cameras, projectors and 1:1 devices (chromebooks/iPADS/desktops) for students. Technology is accessible to all students throughout the school day to support 21st Century Learning and prepare students for college readiness. In addition, computer based programs such as, Lexia, Accelerated Reader, Reading Plus and ST Math, are made accessible both at school and at home to support academic achievement. Devices and hotspots are available for all students. Santiago will continue to support and maintain 1:1 technology for all students.

Budgeted Amount:

3,500

Strategy/Activity 5

The AVID National Conference is a forum to discuss and share innovations and best practices on how educators can systematically increase academic rigor, create engaging learning environments, accelerate the performance of underrepresented students, and deliver results schoolwide. AVID is the school's vehicle that drives a college bound program environment for TK-8 students. Teachers will participate in this conference annually and meet AVID school wide certification through its offered professional development opportunities and learn best practices in teaching and learning that is conducive in a safe and respectful environment. As a means to amplify this program, the school implements University Starts Now, which engages students in school wide pep rallies, encourages teachers to adopt a college for each classroom, and ensures that students are exposed to a college bound environment school wide.

Budgeted Amount:

Strategy/Activity 6

All 6th-8th grade Santiago students will create a CCGI account and complete the Interest Profiler for the students to explore possible career opportunities. Through this platform, students will be able to explore a variety of careers and the pathways of reaching their career goals. The CCGI interest profiler data will drive Santiago to host a career fair inviting community members from multiple fields to present to the students.

Budgeted Amount:

Total Expenditures

22,549.80

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

All Santiago Elementary students will improve English language literacy - reading, writing, listening and speaking, through the

implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through Project Based Learning and integration of technology to prepare students in alignment with the Common Core State Standards. Santiago Elementary teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress. As a TK-8 school, the Core Language Arts Curriculum students are provided are Benchmark Advance for students in grades TK-5 and Study Sync for students in grades 6-8.

Strategy/Activity 1

All students will have equitable school and home access to our high quality core curriculum, TK-5 students use Benchmark Advance. Grades 6-8 will utilize Study Sync. District pacing guides and state standards will drive best first instruction in the classrooms. Teachers will utilize formal and informal data to identify, implement, and monitor differentiated instruction. Supplemental reading programs will be used to provide additional support for all levels of readers. Programs include, but are not limited to, Accelerated Reader (AR), Lexia, SIPPS, Reading Plus, and other research based supplementary literacy programs. School-wide incentives are in place to encourage grade level mastery, celebrate success, and deepen foundational skills, phonics, comprehension, and writing. Ongoing training for academic discourse will deepen students' literacy and language skills, while promoting a safe and inclusive environment. Students who need additional support in English Language Arts will be referred to Tier 2 and Tier 3 interventions. In addition, teachers will participate in professional development and planning to improve student achievement.

Budgeted Amount:
18,955

Strategy/Activity 2

Students at risk of not meeting ELA standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is not made.

Budgeted Amount:
6,355

Strategy/Activity 3

Students who are not successful in Tier 1 and Tier 2 interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students, and administration to plan next steps to improve academic outcomes in ELA and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

25,310.00

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive,

standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Santiago Elementary School English Learners will improve English proficiency through consistent practice with academic English effective strategies to promote second language acquisition. English learners at Santiago will be consistently monitored for progress. Teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for English Learners. English Learner students will receive both integrated and Designated ELD throughout the school day in order to access core content and simultaneously develop English Language Skills.

Strategy/Activity 1

Santiago will align instruction with content standards and provide designated and integrated ELD based upon students' linguistic needs. Teachers will be trained on best practices to support and differentiate instruction for English learners. Santiago teachers will collaborate at monthly meetings to discuss methodologies and strategies that will promote growth in language and academic skills for English Language Learners. Supplemental text and software programs will be used to differentiate instruction and make the core content accessible to all English Learners. RFEP students will be monitored and continue to receive services as needed to ensure academic success.

Budgeted Amount:

18,955

Strategy/Activity 2

Students at risk of not meeting ELD standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is not made.

Budgeted Amount:

6,355

Strategy/Activity 3

Students who are not successful in Tier I and Tier II interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students, and administration to plan next steps to improve academic outcomes in ELD and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

25,310.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

All Santiago Elementary students will demonstrate mathematics grade level proficiency through the use of rigorous curriculum and instruction as well as conceptual understanding procedural skill and fluency, and the ability to apply mathematics. Students will

develop college readiness skills through the use of problem solving, developing abstract, analytic thinking skills: learning to deal effectively and comfortably with variables and equations; and using mathematical notation to model situations. Teachers will use the district adopted math programs to meet these goals. TK-5 students use Math Expressions and supplementary lessons from the Irvine Math Project. Grades 6-8 will utilize CPM as their core math program.

Strategy/Activity 1

All students will have equitable school and home access to our high quality core curriculum, TK-5 students use Math Expressions and supplementary lessons from the Irvine Math Project. Grades 6-8 will utilize CPM as their core math program.

District pacing guides, state standards, and ongoing professional development will drive best first instruction in the classrooms. Teachers will utilize formal and informal data to identify, implement, and monitor differentiated instruction. ST Math, a supplemental non-verbal math program, will be used to provide additional support for TK-5 grade students and encourage problem solving and critical thinking.

Budgeted Amount:

18,955

Strategy/Activity 2

Students at risk of not meeting Math standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day.

Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is made.

Budgeted Amount:

6,355

Strategy/Activity 3

Students who are not successful in Tier I and Tier II interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students, and administration to plan next steps to improve academic outcomes in Math and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

25,310.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Santiago students will develop critical thinking and writing skills in the area of social studies and science. They will explore ideologies that will help them address societal and global concerns as well as develop scientific reasoning, logic and problem solving strategies.

These skills will help students in all Core areas as they learn to apply their skills across all curricular areas.

Strategy/Activity 1

Santiago students will use standards based content programs to develop content knowledge that can be integrated throughout the Language Arts block. Santiago will use the district approved Scott Foresman Social Studies program (TK/Kindergarten through 5th grade) and Mystery Science and FOSS- aligned with Benchmark ELA (TK/Kindergarten through 5th grade) program. Students in grades 6-8 will develop scientific lessons and labs based on the NGSS standards and framework. Progress in Social Studies and Science will be measured through the use of classroom assessments, observations, and writing. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students needing additional support and possibly entering the tier II or tier III programs. Staff will attend training, provided by the district, on an as needed basis.

Budgeted Amount:

18,955

Strategy/Activity 2

Students at risk of not meeting content standards are identified through the Collection of Services Team (COST) process for academic interventions. Interventions are specifically targeted to meet the individual needs of each student and are delivered through teacher tutoring with the use of supplemental programs, online programs, or small group instruction throughout the day. Progress monitoring is completed weekly to determine the effectiveness of the intervention. Interventions will be adjusted if adequate progress is made.

Budgeted Amount:

1,000

Strategy/Activity 3

Students who are not successful in Tier I and Tier II interventions are referred to the Student Success Team (SST) process. Collaborative meetings will be held between teachers, parents, students, and administration to plan next steps to improve academic outcomes in Content and monitor student progress. SEL counselors will be brought into the process where needed. MDA assessment may be a result of the SST process.

Budgeted Amount:

Total Expenditures

19,955.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

At Santiago, parents and the community are an integral part of our students' academic achievement. Communication will take place on a regular basis between school and staff, students, parents and the community to promote the Common Core standards and academic growth in the 2023--2024 school year. All stakeholders will be involved in the decision making process. The school will seek partnerships with local agencies and businesses in order to support our students, parents and community.

Strategy/Activity 1

Parents will be informed of student progress through progress reports, report cards, and parent meetings. All communication with parents will be clearly communicated, in English as well as the student's home language. All parents are welcomed and are expected to attend Back to School Night, Open House and Parent/ Teacher conferences. A bilingual newsletter will be posted on the Santiago website and shared via ParentSquare every month to inform parents of school activities, incentives, and school news. Parents will be given the opportunity to monitor their child's reading and math progress through the home school connection of Accelerated Reader, Lexia, and ST Math. Funding will be provided for the continued use of these computer based programs.

Budgeted Amount:

Strategy/Activity 2

* Bilingual monthly parent meetings will be offered in the mornings and evenings to accommodate parents' schedules and childcare will be provided by activity monitors. Parent Square, newsletters, bulletins, Santiago website, and the school marquee will be used to inform families of meeting dates and times. Parents will be invited to attend Title I, LCAP, School Site Council (SSC), English Language Advisory Committee (ELAC), PTO, Parent University Classes, FACE parent workshops, and Coffee with the Principal meetings to discuss and support school programs.

* Targeted parent workshops available as needed, such as Aeries portal classes

Budgeted Amount:

2,000

Strategy/Activity 3

Positive Behavior Interventions and Supports (PBIS) strategies will be used throughout the school to promote a safe and healthy environment. Using the California School Parent Survey (CSPS) and the California School Climate Survey (CSCS), Santiago will strive to maintain 90% of the parents and staff who agree/ strongly agree that school is safe for students. Parents will participate in the CSPS yearly.

Budgeted Amount:

Total Expenditures

2,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	22,549.80
Goal Area 2, English Language Arts	25,310.00
Goal Area 3, English Learner Progress	25,310.00
Goal Area 4, Math	25,310.00
Goal Area 5, Content Area Goal	19,955.00
Goal Area 6, Parent Engagement	2,000.00
Total Funds Budgeted	120,434.80