Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16

Santiago TK-8 School

Superintendent
Rick Miller, Ph.D.

Santiago TK-8 School
Vision Statement

Academic excellence in student achievement is our focus. Each student is a unique and precious individual, entrusted to us to nurture and develop. All students are capable not only of learning, but of exceeding expectations when provided the opportunities. Students must take responsibility for their own learning by striving to do their best and to continually improve their achievement on class work, homework and testing. Students are guided by Santiago's Three R's to be Ready, Responsible and Respectful in order to be the best scholar and citizen they can be.

Each teacher and staff member possesses strengths, gifts and the professional expertise needed to provide rigorous, standards-based instruction that includes the differentiated learning opportunities students need to reach their highest potentials. Teachers work collaboratively to review student work and assessment data on a regular and ongoing basis to make instructional decisions and to identify best practices that will spur continual improvement in student achievement. Teachers keep parents informed on their child's individual progress and recommend ways to strengthen his/her academic performance.

Teachers and school staff work together with students, parents and the community in order to create a Professional Learning Community that enriches the students' education and promotes academic excellence schoolwide. Parents and the community are partners that are informed and offer valuable feedback and support to their own children and all Santiago students. The adults in Santiago's Professional Learning Community model how the Three R's help students to be excellent scholars and citizens.

Santiago TK-8 School
Mission Statement

At Santiago TK-8 School, staff, parents and community will work together with a clear focus to promote academic excellence. It is our belief that collaborative efforts among staff, students and parents will ensure that all students thrive within an environment that fosters academic success, empowering our students with the skills and tools necessary to be successful in college and careers in the 21st century.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	153	144	140
1	158	145	137
2	183	156	143
3	147	187	154
4	139	144	185
5	139	137	147
6	115	132	117
7	89	111	122
8	61	87	102

Percent Actual Attendance

2012-13	2013-14	2014-15
96.91	97.31	96.93

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	2 (0.16%)	0 (0.0%)
Asian	22 (1.77%)	16 (1.3%)
Pacific Islander	1 (0.08%)	2 (0.2%)
Filipino	5 (0.40%)	5 (0.4%)

Hispanic or Latino	1121 (90.19%)	1,140 (91.4%)
African American	8 (0.64%)	9 (0.7%)
White (not Hispanic)	61 (4.91%)	56 (4.5%)
Multiple or No Response	2 (0.16%)	2 (0.2%)
Total Enrollment	1243	1,247

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.
LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: At Santiago Elementary School, staff, parents and community will work together to prepare students to become productive citizens of the 21st century by promoting excellence in student academic achievement through rigorous standards-based instruction, provided by highly-qualified teachers and staff, and supported by parent involvement. Students will build valuable college and career skills through participation extra-curricular activities, clubs and sports. Through a PBIS (Positive Behavior Interventions and Support) approach with an emphasis on the Three R's (Ready, Responsible, Respectful), Santiago will maintain a positive school culture and safe environment that stimulates students to achieve at high levels.

Santiago will provide rigorous, standards-based educational program through high quality instruction, standards aligned instructional materials, academic supports and technology-based resources.

- Illuminate provides tools needed to analyze state and local assessment data, teacher created tests and demographic information together in one location. Use of these tools along with administrative data facilitate secure access and interaction with student data in order to identify students' area of needs, to develop a plan for improving achievement, and to create effective student instructional programs. Regularly review, regroup and refocus instruction based on analysis student testing results on teacher-made, publisher, District and State assessments.
- Use English Language Arts (ELA), Mathematics, Science and Social Studies district developed units of study and curriculum maps to backward plan in order to ensure that all key academic State Standards are covered and students have the opportunity to master them.
- Provide strong first teaching using district core curriculum, ELA, Mathematics, Science and Social Studies units of study and supplemental instructional materials in all academic subject areas. Include Workshop in all classrooms to provide small group skills development and differentiation.
- Develop honors courses for intermediate students that want the challenge of rigorous academic coursework and expectations to prepare them to take advanced placement classes and tests in high school.
- Give teachers extra duty pay for cross-grade collaboration and articulation in all subject areas to support successful student transitions from grade to grade and level to level (i.e. elementary to intermediate, intermediate to high school). Develop bridge activities and programs for summer and non-instructional break times.
- Develop and implement a model for goal setting and student conferencing to give students needed areas of practice with key grade level ELA/math state standards and allow them to track their own assessment results and learning goals.
- Refine standards-based grading and instructional practices to empower every student to learn grade level standards. Apply practices to new state standards-aligned report cards.
- School Site Council and ELAC review assessment data and make recommendations for the school plan, program enhancements or modifications as needed.
- Fully implement District core curriculum: Open Court and Holt reading programs, Houghton Mifflin and CGP Education mathematics programs and Carousel of Ideas.
- Purchase or print materials to support backward planning and schoolwide instructional campaigns.

Ensure uniformly high expectations for student performance by providing equitable access to extracurricular, academic enrichment and intervention programs that prepare students to be successful in college and career.

- Continue to implement AVID (Advancement Via Individual Determination) in the intermediate grades as an elective course and prepare AVID schoolwide through the elemetary grades with a focus on organizational skills students need to be college and career ready. This includes AVID tutors.
- Provide opportunities for students to participate in a variety of STEAM (Science Technology Engineering Art Mathematics) activities, programs and field trips including the annual school Science Fair, Project Lead the Way, SPARK! Innovations in Science0, Math Field Day, Italian Street Art and FIBO Art Assemblies with Classroom Art Lessons.
- Provide extracurricular Social Studies activities, programs and field trips (i.e. History Club, ASB elections/governance, Leadership, National History Day/Mikva Challenge, Washington DC Trip) that help students learn about history/civics and be active participants in their local, state and national communities.
- Offer opportunities for students to develop skills they can use in College, Careers and Community Service including participation in

events, projects and campaigns of clubs and special classes such as Leadership, Music Club, RAK (Random Acts of Kindness) Club Computer Club and Spanish Club promoting biliteracy. Provide extra duty pay for staff offering classes or serving as club advisers for these before/after school extra curricular activities.

- Develop an after school intra-mural sports program for intermediate students. Provide extra duty pay for staff serving as coaches.
- Use assessment results from CELDT, district Benchmark Extended Response, Math/Reading MAP, DIBELS, district writing assessments, and teacher made tests to identify at-risk students/subgroups, select progress monitoring measures and design appropriate interventions.
- Provide before/after school and Saturday tutoring in core academic subjects to at-risk students. Use research-based intervention materials to ensure high quality interventions that get results as shown through pre-post testing. Include Special Education students when tutoring can support their IEP goals.
- TOSA and lead teachers facilitate the identification of at-risk students and coordinates the SST/COST process designed to monitor students needing intensive support and to modify instructional support to help them close the achievement gap. Focus will be on subgroups with special needs such as English Learners, foster students, Special Education and GATE.
- Fund an additional technology instructional assistant working with the TOSA and teachers to support the integration of technology within classrooms for the purpose of interventions and progress monitoring, enhancement of instruction, and student project-based learning.
- Purchase or print academic enrichment and intervention materials to support students that are at-risk or are participating in extracurricular programs.

Utilize technology to give all students increased access at school and at home to core academic standards and additional support that promotes high academic achievement.

- Utilize netbooks, Chromebooks, laptops and iPads to deliver skills practice, interventions and progress monitoring.
- Use computer/internet based programs, such as ST Math, Smarty Ants, Lexia and Accelerated Reader to enhance core instruction and provide differentiated practice, intervention and personalized learning. Purchase site licenses as needed.
- Explore and pilot internet and other learning applications that enable students to do research, project based learning and individualized academic skills practice.
- Computer Lab Technicians offer technical support for computer/internet-based assessments and intervention programs such as MAP, SBAC, ST Math, Smarty Ants, Accelerated Reader and Lexia. Provides support for new technology integration that enhances instruction and project based learning in classrooms.
- Provide extra duty pay to allow for extended library and computer lab hours to facilitate additional student use of ST Math, Accelerated Reader, other computer-based interventions, programs for keyboard and general computer skills development.
- All intermediate students use iPad Mini devices and 5th graders use Chromebooks in class and at home for research, collaborative/individual projects and class/homework assignments.
- Create models of how to use laptop, hand-held devices and other technology in the classroom to increase student engagement and to enhance and accelerate learning, especially for at-risk students.
- Purchase new hardware, such as Chromebooks and iPads, along with necessary equipment and software applications that would support classroom instruction and interventions

Santiago teachers, staff, and administration will participate in ongoing staff development and collaboration.

- Hold instructional leadership, grade level, and whole faculty curriculum meetings to increase knowledge of the new State Academic Standards and common core instructional approaches, analyze student performance data and identify instructional Best Practices that maintain consistently high expectations across all grade levels and subgroups. Include regular cross-grade collaboration and articulation.
- Encourage teacher self-selection of District workshops, outside training and conferences to update staff skill sets in the core academic subjects and technology.
- Provide inservice on the Common Core Standards strategies (i.e. Making Meaning Through Writing, academic language), instruction and assessment. Provide support and coaching for continued implementation of ELA, math science and social studies units for all students.
- Provide teacher support and training needed to fully implement PBIS (Positive Behavior Interventions and Support) approach, including restorative justice strategies, into daily operations at the school, classroom and student levels.
- Provide training in how to use laptop, hand-held devices and other technology in the classroom to increase student engagement and to enhance and accelerate learning, especially for at-risk students.
- Attend District and site-based training in MTSS (Multi-tiered Systems of Support), AVID, Thinking Maps, SST process and strong first teaching.

- Provide ongoing training and support in the use of MAP (Measures of Academic Progress) assessment and reports to guide instruction, set growth goals, identify at-risk students and select appropriate differentiated instruction and intervention.
- Provide teacher release time and/or extra duty pay for data analysis, collaboration, and walk-throughs to share ideas, monitor student engagement, create instructional models, lesson studies, cross-grade vertical articulation and offer peer support of program implementation.
- Provide extra duty pay to instructional assistants to attend professional development that supports and updates their instructional skill set.
- Support the District Instructional Media Center so that teachers/staff have access to the instructional materials and equipment needed to create their own support materials for academic units of study.

Provide a well maintained, safe and nurturing environment where students feel safe, are focused on learning and inspired to achieve at high levels.
- Emphasize the 3R's (Ready-Responsible-Respectful) at the beginning of the year in classrooms, at discipline assemblies, in student handbooks/agendas and at parent meetings. Review and reteach throughout the year.
- All teachers implement a discipline plan that fosters positive conduct reflecting the 3R's and restorative justice strategies through the PBIS (Positive Behavior Intervention Support) approach.
- Reinforce students exhibiting 3R's including excellent attendance through a school incentive program that includes Turtle Dollars, a student store, and other schoolwide events and assemblies promoting positive behavior. Recognize exemplary behavior, good attendance and achievement of students, staff and parents with Speedy Shout-outs during Morning announcements, Golden Shell tickets and at monthly Awards Presentations.
- Use the SWIS (School-Wide Information System) to monitor and track behavior throughout the school to identify when and where students require more support meeting positive behavioral expectations. Use SWIS data to monitor and develop ways to decrease the number of suspensions and to promote restorative justice practices that assist students to re-enter the school/classroom successfully and/or adopt more positive conduct.
- Develop a structured recess program through Playworks that will create a more safe, positive and inclusive playground environment. Students, teachers and staff receive extensive training and support in common game rules and positive behavior expectations. Student leadership opportunities include acting as junior coaches and peer mediators.
- Activity supervisors support a safe outdoor environment during transition, recess and lunch times. Meet regularly with the administration to review playground and safety issues.
- Office staff welcomes and issues campus passes to visitors and volunteers. Carries out home-school communications that include monthly parent newsletters, flyers, and Parentlink automated phone system. Coordinates community outreach including the distribution of McKinney Vento backpacks for homeless families, vision clinics and other resources.
- Implement the new Raptor Visitor Management System to track visitors, contractors and volunteers, and issue campus passes in order to maintain a safer school environment.
- Safety committee will review and address safety topics, planning and emergency preparation in collaboration with administrators, custodians, parents and school staff. Develop and monitor implementation of safety initiatives and recommendations.
- Custodial staff will maintain a clean, safe and orderly campus.

Goal IIa: Reading Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Students will be proficient readers and writers by the end of 3rd Grade. Kinder through third grade students will demonstrate college readiness by performing at the Core support level on the DIBELS (Dynamic Indicators of Early Literacy Skills) test. Fourth through eighth grade students will demonstrate college readiness by performing above the RIT mean score for their grade level on the Reading MAP (Measure of Academic Progress) test. All students will use these literacy skills to express their learning across all subject areas.

Alignment of Instruction, Strategies and Materials with Content Standards
- Implement the Open Court/Holt reading programs following the District curriculum map and incorporating Common Core units based on OC/Holt texts.
- Ensure the coverage and mastery of reading standards by frequent grade level collaboration based on review of the California ELA Academic Standards and implementation of Common Core Standards (CCS) units. Grade levels will use CCS unit assessments to adjust instruction throughout the year.
- Utilize workshop times to provide individual reading practice, collaborative learning activities, teacher feedback and small group instruction based on identified reading and language needs.

- Three times per year administer: MAP/DIBELS Reading Screens and Benchmark Extended Response Tests. After each test, use results to align instruction to student needs and identify students that require intervention and progress monitoring.
- Review Illuminate reports and other assessment results in grade levels, curriculum meetings and with administrators. Use data to rank students, plan instructional interventions and make overall program adjustments.
- In Kinder-3rd grades, implement CRLP (California Reading and Literature Project) instructional approach and assessments to address early literacy foundational skills in word recognition and reading fluency. Teachers will use the BPST-IV (Basic Phonics SkillsTest) to tailor early reading instruction to student needs in order to ensure a strong reading and spelling foundation and to design needed interventions.
- Use Thinking Maps, Focused Approach Frontloading, Write From the Beginning, GLAD and Daily Five strateies to give English Learners and struggling readers increased access to the core curriculum.
- Purchase or print other standards-based supplemental materials, including class sets of literature, to support reading.

Extended Learning Opportunities
- Pay teachers to provide before/after school and Saturday tutoring for students reading below proficiency.
- Track interventions through data reports, progress monitoring records and observation.
- Teachers work in conjunction with TOSA and administrators to provide support and Tier 2 interventions for students working far below standards.
- Develop Academic Improvement Plans for students working below proficiency. Offer differentiated instruction, skills practice opportunities and support in school and at home.
- Use the MTSS (Multi-Tiered Systems of Support) to target students needing reading interventions. Utilize DIBELS, MAP, STAR Reading and other adoped screens for progress monitoring.
- Engage 360 provides homework help and academic enrichment during the after school program.
- Encourage families to promote reading through taking Accelerated Reader quizzes in the computer lab at special before/after school times coordinated by the Library-Media Technician.
- Incorporate grade level and classroom reading incentive programs and campaigns, such as Accelerated Reader and the 40 Book Challenge to motivate and increase student independent reading.
- Utilize technology to facilitate reading intervention and personalized learning including AR, Lexia, Smarty Ants and access to notebooks, Chromebooks and iPads.

Increased Access to Technology
- Promote reading practice at independent reading levels through the Accelerated Reader computer based quizzes and STAR Tests. Expand AR quiz access by renewing the Enterprise version yearly.
- Provide weekly computer lab or netbooks in classrooms to all students. Engage in instructional programs/activities that promote reading skills and enhanced access to content standards. Computer Lab Technician assists teachers.
- Purchase licenses for and use Lexia and Read Naturally, internet-based reading intervention programs to provide support to underachieving readers.
- Library and Computer Lab technicians run the Accelerated Reader program and facilitate the use of technology for skills development including extended library-lab hours for student family use.
- Provide extra duty pay to allow for extended library and computer lab hours and technical support.
- Purchase new hardware, such as Chromebooks and iPads, along with necessary equipment and software applications that would support reading intervention groups and individualized practice.

Staff Development and Professional Collaboration
- Hold monthly grade level curriculum meetings and whole staff Professional Development sessions during which teachers analyze the latest performance data to develop lesson plans, identify strategies to support reading instruction and increase student engagement in reading and core subjects. Include ongoing vertical, cross-grade collaboration.
- Provide continued inservice and coaching on new State Standards instruction, CCS strategies (i.e. Academic Language Development), assessment and implementation of ELA units.
- Kinder-3rd teachers receive CRLP (California Reading and Literature Project) coaching to support early literacy instruction and assessment techniques designed to provide the strong early literacy foundation students need to be proficient readers by 3rd grade.
- Provide support and training in using MAP and DIBELS assessments and reports to identify student needs, differentiating instruction and providing appropriate classroom interventions. Focus on creating student growth goals to guide student progress in reading.
- Train and support teachers in the use of SmartBoards, Chromebooks, iPads, other device and applications/programs that support reading.
- Provide continued training in Academic Language, Thinking Maps, sheltered EL strategies and how to support strong first teaching and intervention in reading and vocabulary development.

- Provide teacher release time and/or extra duty pay for collaboration, classroom walk-throughs to observe effective reading instruction techniques by colleagues and/or to attend outside professional development in language arts instruction.
- Promote self-selection of additional professional development based on reading instructional program needs.
- The 2nd grade team refines and shares with other grade levels a model for language arts Workshop Time based on increasing student engagement in independent and collaborative reading/writing activities that give daily practice needed to strengthen foundational literacy skills. Share project and results with other grade level teams.

Involvement of Parents and Community

- The School Site Council will make decisions and recommendations for expenditures of categorical funding to promote student reading achievement.
- PTA sponsors two yearly Book Fairs that include reading incentives and special events that motivate students to read. PTA sponsors special literary events after school.
- Hold schoolwide reading motivation campaigns to encourage families to support literacy development.
- Offer parent workshops to provide ideas for supporting student growth in reading at home.

Goal IIb: Writing Across the Curriculum
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Students will be proficient writers by the end of 3rd Grade. All students will have the writing skills needed to effectively express their learning across all subject areas through regular classroom assignments, projects and tests. All students will demonstrate college readiness through writing proficiency on district Writing Assessments including Extended Response benchmark tests in ELA, math and science.

Alignment of Instruction, Strategies and Materials with Content Standards

- Implement the Open Court/Holt writing programs incorporating writing Common Core State Standards (CCSS) and instructional approaches that cover the domains in a consistent manner with uniformly high standards across the grade levels and subject areas.
- Implement Write From the Beginning in elementary classrooms and WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies in intermediate classrooms as a supplement to Open Court and Holt, respectively.
- Ensure the coverage and mastery of writing standards by frequent grade level collaboration based on review of ELA CCSS and implementation of common core units. Grade levels will use CCSS unit assessments to adjust instruction throughout the year.
- Emphasize frequent student reflection and writing as a regular part of language arts, math and science instruction and CCSS units. Use analysis of Extendend Response items on ELA/Math Benchmarks to guide instruction.
- Assess and progress monitor student writing proficiency after each District Writing Assessment by review of student work and Illuminate reports. Plan instruction based on assessment data.
- Scaffold writing using QTEL (Quality Teaching of English Learners) Thinking Maps, GLAD and other strategies that assist student to build writing proficiency in English Learners (EL) and all students in all subject areas.
- Implement Writer's Workshop. Teachers meet individually and in small groups with students weekly to guide students in the editing process of writing.
- Integrate writing assignments in all subject areas as a means for students to process, clarify and express their learning.
- Purchase or print other standards-based, supplemental materials to support writing.

Extended Learning Opportunites

- Pay teachers to provide before/after school and Saturday tutoring used as an intervention for students who are below proficiency in the area of writing.
- Writing workshop will be utilized during the language arts blocks/classes to address specific writing skill deficiencies as identified from unit writing assignments, assessments and District Writing Assessments.
- Develop and pilot keyboarding programs that will aid students in the use of computers for taking computer based assessments and producing writing assignments.
- Explore and pilot ways for students to publish written work for authentic purposes such as in writer's festivals, contests or student produced anthologies.
- Research, develop and pilot a model for supporting ELs and struggling writers that gives them the scaffolding and mulitple opportunites they need to develop and improve their writing and language skills so that they can express their learning in all subject areas.

Increased Access to Technology

- Utilize classroom computers, netbooks, Chromebooks, iPads and computer lab time to enhance and support writing instruction.
- Utilizing Google, Canvas and/or other online platforms: Students create and submit classroom assignments and projects to their teachers for individualized feedback. Students collaborate on group projects.
- Develop and pilot a way to publish student writing online.
- Pay computer techs to operate extended computer lab times for students to practice keyboarding and other computer-based writing skills.
- Computer Lab technician assists teachers and students.

Staff Development and Professional Collaboration

- Provide training in project based instruction and the use of technology as a means for students to use their writing skills to demonstrate their learning in all subject areas.
- Following each District Writing Assessment, analyze student performance based on the rubric and develop lesson plans and instructional strategies for the next writing projects.
- Select anchor papers for each writing assessment. Review and use district anchor papers to guide teacher scoring of Benchmark Extended Response items.
- Review student writing samples across the grade levels at a whole faculty staff development meeting each trimester.
- Provide teacher collaboration and release time to conduct school-wide walk-throughs for collaboration purposes and to share ideas and best practices.
- Encourage teachers to select and attend District writing workshops, including intermediate level writing.
- Provide or send staff to additional professional development based on writing instructional program needs.
- Develop grade level specific, student friendly rubrics and checklists for writing.
- Continue to provide inservice, support and coaching on CCSS instruction, assessment and implementation of ELA units.

Involvement of Parents and Community

- Monthly Top Turtle Awards include an Author of the Month for each class.
- The School Site Council will make decisions and recommendations for expenditures of categorical funding to promote student achievement.

Goal IIc: English Language Development
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
English Learners (EL) will reclassify as fluent English proficient within 5 years of entering the program using District criteria including CELDT proficiency, MAP (Measures of Academic Progress) Reading RIT scores and District Writing Assessments including Extended Response Tests.

Teachers, administrators and the TOSA will monitor students' ELD (English Language Development) performance through report card grades and on the following assessments: CELDT, ADEPT, Carousel of Ideas, Reading and Math MAP, DIBELS, District Benchmark Extended Response and Writing Proficiency. Instructional supports will be implemented to assist EL students to close the achievement gap and reach grade level academic standards.

Alignment of Instruction, Strategies and Materials with Content Standards

- Provide daily, explicit English Language Development (ELD) instruction for students at their appropriate instructional levels.
- Change ELD grouping based on regular progress monitoring using student assessments to meet language acquisition needs with goal to advance EL's to next level of instruction. Assessments include ADEPT, Carousel, DIBELS, MAP, Holt and Open Court.
- Implement District's Systematic approach to ELD instruction, beginning with the Carousel of Ideas, followed by the Focused Approach to ELD, utilizing frontloading strategies, GLAD techniques, the English Learner Support and Intervention guides for Open Court and Holt.

- Use QTEL (Quality Teaching for English Learners, GLAD (Guided Language Acquisition Design), Frontloading, Thinking Maps and other research based strategies to scaffold all core subject instruction for English Learners (EL).
- Structure classes heterogeneously to integrate EL and EM students to maintain a balance of ELD proficiency in each class.
- Test incoming kindergarten students prior to the start of school to ensure proper placement for ELD/ELA instruction.
- The TOSA coordinates and monitors CELDT and ADEPT testing, monitors R-FEP students, intervention for newcomers and supports ELD instruction.
- Purchase other standards-based, supplemental language support materials for EL students and newcomers.

Extended Learning Opportunities
- Provide additional small group and individual instruction by support staff and classroom teachers to EL's not making adequate ELD progress.
- Offer extra support to newcomer students through pull-out groups, after school tutoring and use of technology resources such as Rosetta Stone that allow for personalized learning.
- Pay teachers to offer before/after school and Saturday interventions to EL's not making adequate ELD progress.
- Utilize technology to engage and motivate ELs to advance quickly in the ELD progress. Use internet-based programs and software applications as interventions to support language/vocabulary development and basic reading, writing and math skills improvement.
- Develop and offer Writing Seminar before/after school tutoring for LTEL learners in 4th-8th grades to accelerate language learning and improve performance on classroom assignments and on CELDT and other district and assessments used to evaluate English language proficiency.
- Explore and pilot ways, such to highlight the value of biliteracy as a foundation for English proficiency and also as beneficial skill for future college and career goals students have.

Increased Access to Technology
- Provide motivating intervention activities for EL students through the use of the computer lab, netbooks, Chromebooks and iPads.
- Utilize the online Rosetta Stone program to help Newcomer students in developing basic English language skills so they can better and more quickly access their grade level academic standards.
- Investigate and pilot additional programs and websites that would be appropriate for ELs and help them improve their English proficiency.
- Purchase additional computers, technology equipment and software for greater student access to internet and instructional programs.

Staff Development and Professional Collaboration
- Train teachers on the new ELD standards and how they are integrated into the new State Academic Standards (CCSS), CCSS units of study, and how to evaluate student language levels in the different domains and subject areas.
- Provide training in understanding assessment data needed to drive ELD instruction with a special emphasis on how to support, intervene with and accelerate the academic achievement of Long Term English Learners (LTEL).
- Collaborate throughout year to evaluate student ELD assessment results, modify instruction and make specific action plans to address the needs of LTELs.
- Research, develop and pilot a model for supporting ELs that gives them the scaffolding and multiple opportunities they need to develop and improve their writing and language skills so they can express their learning in all subject areas.
- Encourage teachers to select and attend follow-up trainings on effective ELD teaching strategies including the Focused Approach and GLAD. Provide training in the administration of CELDT and ADEPT as needed.
- Provide staff development and collaboration time to modify instruction for EL's in all classrooms.
- Provide teacher release time for collaboration, classroom walkthroughs to observe effective ELD instructional techniques by colleagures, and professional development workshops/seminars.
- Encourage teachers and staff to self-select professional development based on ELD instructional needs.

Involvement of Parents and Community
- Offer parent workshops that show how to promote ELD and language development in general at home.
- The School Site Council (SSC) will make decisions and recommendations for expenditures of categorical funding to promote student achievement.
- The English Learner Advisory Committee (ELAC) will review EL programs and assessment results and offer recommendations.

Goal IId: Mathematics
LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:
Students will be proficient in mathematics and be ready for Algebra I before entering 9th grade. Students will demonstrate College Readiness by scoring at the mean or higher on the Mathematics MAP test. Students will effectively use mathematics for authentic purposes and to solve problems in classrooms, extended learning opportunities and in real life settings.

Teachers and administrators will monitor student progress by administering unit tests in Houghton Mifflin (gr.K-5), CGP (Coordination Group Publications) Education California Math (gr.6-7), and College Preparatory Mathematics (CPM) and Algebra (gr.8), and ST Mind Institute JiJi Math for 2nd-5th grades. Analysis of results will be used to prescribe instruction. Illuminate reports on Math Extended Response benchmark tests will be analyzed for school-wide trends and programmatic adjustments.

Alignment of Instruction, Strategies and Materials with Content Standards
- Teachers will implement District adopted pacing guides and curriculum incorporating new State Standards and Common Core State Standards (CCSS) units to ensure that all students are taught math skills and concepts aligned to grade level standards.
- Ensure the coverage and mastery of math standards by frequent grade level/subject area collaboration based on review of Mathematics State Standards, curriculum pacing and implementation of CCSS units.
- Establish strong first teaching in classroom instruction by using best practices such as Math Talks, Number Circles and Multiple Representations.
- Provide small group instruction and interventions, such as ST Math, to facilitate basic skills mastery.
- Math vocabulary and concept development will be posted and reflected throughout all classrooms.
- Teachers with their grade level/subject teams will analyze results of District Benchmark Extended Response items and unit/chapter and benchmark assessments to plan subsequent instruction throughout the school year.
- Teachers will develop an Academic Improvement Plan for students who are performing below proficiency in math to set learning goals and progress monitor.
- Purchase or print other standards-based, supplemental materials to support math.

Extended Learning Opportunities
- Mind Institute ST Math software is a non-language-based method offering visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math.
- Pay computer tech to operate extended computer lab times before school hours for students to work on JiJi Math (ST Math Institute).
- Implement the ALEKS online intervention program that allows intermediate students to work on a personalized math programs designed to fill in skills gaps and reinforce basic math foundation. Investigate the expansion of ALEK to the 4th and 5th grades.
- Offer a Math Club that competes in district Field Day and other competitions.
- Investigate and pilot additional technology equipment (i.e. iPads, Chromebooks) and programs to support math intervention and assist in progress monitoring student growth.
- Pay teachers to provide before/after school and Saturday tutoring for students who are below proficiency in the area of math.
- Promote student participation activities that give students authentic purposes to apply their math knowledge and skills including Math Club, Math Field Day, and MESA (Math Engineering Science Achievement) projects/events.
- Engage 360 provides homework help and academic enrichment during the after school program.
- Math practice will be a nightly homework component at all grade levels.

Increased Access to Technology
- Implement ST Mind Institute in 2nd - 5th grades. Provide computer lab or netbook cart time slots for JiJi math. Provide incentives for students meeting goals.
- Computer Lab Techinician faciliatates ST Math program.
- Teachers will utilize classroom computers, Chromebooks and computer lab time to enhance and support math instruction.
- Research and pilot additional internet-based applications (i.e. ALEKS, Skoolbo) that can provide students personalized math learning and intervention in classrooms and at home. Purchase site licenses as needed.
- Purchase supplemental math materials and technology equipment (i.e. iPads, Chromebooks) to support math instruction and

intervention.

Staff Development and Professional Collaboration
- Hold monthly grade level curriculum meetings and whole staff Professional Development sessions during which teachers analyze the latest performance data to develop lesson plans, identify strategies to support reading instruction and increase student engagement in reading and core subjects. Include ongoing vertical, cross-grade collaboration.
- Continue to provide support and coaching on math State Standards, instruction, assessment and implementation of common core math units.
- Develop a schoolwide math facts program to motivate students to learn basic math skills. Facilitate monitoring of student mastery.
- Offer additional training on teacher request and needs including ST Math and best practices (Math Talks, Number Circles, Multiple Representations).
- School-wide walk-throughs will be conducted to monitor student engagement, grade level collaboration and to share ideas and best practices. Teachers will demo teacher in colleagues classes to share effective instructional techniques.
- Provide teacher release time for collaboration, classroom walk-throughs to observe and demo teach effective math instructional techniques by colleagues and professional development workshops/seminars.
- Support staff to self-select professional development based on mathematics instructional program needs.

Involvement of Parents and Community
- Provide parent workshops to promote math skills development and deeper concept knowledge at home.
- The School Site Council will make decisions and recommendations for expenditures of categorical funding to promote student achievement in the area of math.

Goal III: Parent and Community: Partnerships for Student Learners
LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal:
Partner with parents and the community in order to enrich Santiago's educational program by promoting active student engagement, varied and enriching learning experiences, and school wide academic excellence that will prepare students for future success in college and career. Provide parents with the tools they need to support their children's learning and high achievement in school and activities that support their future college and career goals.

Organize outreach and inclusion of parents through Epstein's Six Types of Parents Involvement:
- Building on Parent Strengths
- Communicating Effectively
- Opportunities for Volunteering
- Learning at Home
- Decision Making
- Community Collaboration
- Relationship Building

Building on parenting strengths
Build on parenting strengths and help families to nurture children. Partner with families to support the well being of students at school and at home.
- Participate in the Santa Ana Parent Project by providing 40 Assets Training to Santiago parents so they know how to foster the building blocks of positive development crucial for advancing academic success, civic engagement and the reduction of risk behaviors in their children. Hold both English and Spanish sessions to accommodate parent language needs.
- Promote parent use of extended library hours so their child can take Accelerated Reader quizzes or use other literacy resources made available.
- Promote parent use of extended computer lab hours so their child can work on JiJi Math or use other math resources made available.
- Encourage limited English proficient parents to participate in English language classes offered at nearby Santa Ana College. Explore ways to create opportunities for parents to develop their English proficiency at the school site.
- Pay teachers and staff to provide workshops that equip parents to be informed and able to support their child's education and social-

emotional-vocational development. Workshop topics such as helping with homework, study skills, and using technology to access student grades and academic progress; find learning resources; and ways to monitor and protect their child's technology usage at home to prepare students for college and careers.

- Hire an outside consultant to provide parenting classes.
- Purchase or print materials that support activities, workshops and programs that equip parents to ensure the well-being of students at school and at home.

Communicating effectively
Maintain open, ongoing reciprocal communication with families regarding school activities, programs and opportunities for involvement. Keep families informed regularly and ask for their input on creating academic improvement plans and ways to monitor progress toward growth goals.

- Administration and teachers will maintain ongoing communication with parents through regular newsletters, Parentlink and other bilingual communiqués.
- Inform parents about school programs, achievement data and community resources through monthly parent meetings, School Site Council, English Learner Advisory Committee and the PTA.
- Teachers will send home mid-trimester/semester progress reports to keep parents apprised of the child's academic performance. Families receive report cards at the end of each trimester.
- K-5 grade teachers will conference with all parents at the first trimester and as needed throughout the year. 6-8 teachers will conference with at-risk students prior to the end of the semester.
- Bilingual staff provide translation as needed to facilitate communication with parents.
- Administration maintains an open door policy and responds to parents in a timely fashion.
- Purchase or print materials that support home-school communication.

Organizing opportunities for volunteering
Offer families many ongoing opportunities to volunteer at school using their knowledge, skills and culture in order to make Santiago a stimulating and excellent learning environment.

- Teachers and staff are encouraged to utilize parent and community volunteers in the classroom.
- Actively solicit parent participation in the PTA and the events it sponsors such as cultural programs/assemblies, book fairs, the jog-a-thon, sports day and student recognition teas.
- Develop a Room Parent program in which parents from each classroom help the teacher to coordinate special projects, field trips and other activities that enrich the educational program.
- Purchase or print materials that support activities that promote parent volunteerism.

Learning at home
Provide parent training and resources that inform, prepare and build on family strengths to effectively support their child's academic success and goals for college and career. Share ways parents can create powerful home learning environments that reinforce and enhance how and what students are learning at school.

- Pay teachers to provide Parents as Partners workshops that inform, equip and provide materials for parents to support their child's academic achievement in reading, writing, math and science.
- Inform parents about school best practices and common core instructional strategies at parent meetings and workshops. Recommend ways to create home parallel practices that will accelerate their children's learning in reading, writing, math, science and social studies.
- Provide information, activities and learning materials to parents of students participating in the SST (Student Success Team) process. Inform parents of community resources that might address student needs and/or family concerns.
- Create a Santiago Community Resource Guide that will help families to connect with available community resources and services.

- Purchase or print materials that support parent workshops.

Involving in decision making
Strengthen family and community involvement through shared decision making and participation in school improvement and student success by empowering them to be advocates, advisors, committee members, representatives.

- Parent representatives on the SSC, ELAC and PTA will continue to make decisions as appropriate.
- Parent representatives will be nominated and elected annually per committee bylaws.
- Review parent input on school surveys and use it as a guide for future planning.
- Teachers, parents or administrators will request an Academic Improvement Plan be developed or a Student Success Team meeting held for at-risk students not responding to classroom or other interventions.
- Actively involve parents in the SST process and creation of Individual Education Plans (IEP) and 504 Plans.

Collaborating with the community
Create partnerships with community agencies, businesses and colleges in order to increase student support structures and learning opportunities.

- Santiago PTA provides a Fine Arts Program that includes FIBO Art Assemblies with Classroom Lessons, Italian Street Painters, and performing arts assemblies (i.e. Brass Pacifica, Anaheim Ballet). Coordinates the offering of FIBO art lessons in the after school program.
- Partner with Science at OC to participate in the SPARK! Innovations in Science program in which the science teachers receives professional development and instructional resources and students exhibit engineering and science projects for scientists and other community members.
- Science teachers invite university faculty and science professionals to guest speak and judge student science and engineering projects.
- Initiate participation in Project Lead the Way in intermediate science classes and pilot lessons/projects in elementary grades.
- Participate in National History Day and the Mikva Challenge in which intermediate students participate in after school workshops that give them an awareness of community and civic issues and support them in creating their own community service projects to address these needs.
- Grade K-3 teachers participate in the California Reading and Literature Project (CRLP) in collaboration with UC Irvine and receive training in early literacy instructional approaches and assessments. Teachers will implement this program in their classroom.
- 3rd Grade Teachers connect with California State University to arrange a Saturday field trip for students and families to tour the campus and attend a sports event.
- Partner with the California College Guidance Initiative (CCGI) to gain technological tools to support students and parents as they plan and prepare to meet future college goals.
- Connect with local community centers and bring available services (i.e. Turning Point Counseling) to our school campus for the benefit of our students and their families.
- Host community mentors and interns to work with at-risk students.

Building relationships
Recognize and celebrate parents, families and community members making positive contributions to Santiago School and its students.

- Teachers and staff will encourage and strive for 100% participation in Back to School Night, Open House, parent conferencing, and other parent centered events.
- Encourage parent participation in and planning of schoolwide events and campaigns that promote a love of reading and writing.
- Invite parents to classroom presentations and grade level performances.
- Invite parents to trimester Honor Roll Assemblies and other celebratory events.
- Invite parent to participate in learning celebrations that culminate units of studies such as the 4th grade Gold Rush Day and 3rd Grade County Fair.
- Pay activity supervisors to provide child care during meetings, workshops and events.
- Purchase or print materials that support parent inclusion and participation in classroom and school events and programs.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	**Expenditure Type**	**Funding Source**	**2015-16 Budget**
Tutoring, Professional Development	1000-1999: Certificated Personnel Salaries	Title I, Part A	20,000.00
Extended Lab/Library Hours, Technical Support	2000-2999: Classified Personnel Salaries	Title I, Part A	41,791.57
Certificated/Classified Benefits	3000-3999: Employee Benefits	Title I, Part A	12,605.81
Reading, Writing, ELD, Math, Parent and Professional Development Materials and Software	4000-4999: Books And Supplies	Title I, Part A	73,241.60
Professional Development	5000-5999: Services And Other Operating Expenditures	Title I, Part A	5,000.00
Print Shop Orders for Supplementary Materials and for Parent and Professional Development Activities	5700-5799: Transfers Of Direct Costs	Title I, Part A	14,500.00
Intervention Programs, Site Licenses, Parenting Programs	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	45,600.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
		Total	212,738.98