

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santiago Charter Middle School	Jim D'Agostino Executive Director	jdagostino@orangeusd.org 714-997-6366

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Santiago Middle School was built in 1973 on 22.5 acres in the El Modena area in the city of Orange. We are located on Rancho Santiago Blvd. between Bond and Chapman Avenues. In 1995, Santiago Middle School opened as Orange County's first charter school, and charter number sixty-sixth in the state of California. In June 2020, the school will mark its 25th year as a charter school, and just entered its second decade by becoming an independent charter. Being a charter school allows Santiago to receive its funding directly from the state government, resulting in site-based management of every aspect of the operations of the school. While Orange Unified School District maintains oversight responsibilities, Santiago is solely in charge of providing a quality educational experience for its middle school students. As a charter school, Santiago serves approximately 45 square miles of eastern Orange County. Santiago currently operates on a traditional August to June calendar with a staggered start for seventh graders who start one day early. Approximately 1160 students were enrolled in grades seven and eight in the 2020/2021 school year.

In addition to our standards-based curriculum which is offered to all students, the school also offers the following programs:

- Gate/Honors
- English Language Learner Classes
- Special Education Classes
- Electives (details below)

The Staff at Santiago shares a vision of a student-centered program dedicated to the educational well-being of each of its unique middle school students. At Santiago Middle School our mission is to assist our students to attain an educational advantage by delivering a quality and disciplined public school education of unmatched value. The hallmark of Santiago's mission statement is the belief that adolescents deserve a quality curriculum designed specifically for them; that middle school is a time for exploration and discovery of interests through elective classes and clubs. Santiago staff continues to work in providing various experiences for students to develop interests and social skills that will help them be successful learners as they progress through life. The elective classes include: Art, Band, Guitar, Orchestra, American Sign Language, Spanish, French, E-Sports, Culinary Arts, Wood Shop, Philosophy, Spartan, Marine Science, Musical Theater, Digital Arts, and many other clubs to support individual student interests. All of the elective teachers have received training in the areas of reading and writing, and they incorporate these lessons into their programs in support of Santiago's standards-based curriculum.

Understanding that it takes a village to raise children, Santiago has developed a strong partnership with its parents that provide help with dances; assisting teachers in the classroom; and helping with registration. In addition to two principals and an assistant principal, Santiago has a number of support personnel to ensure student success. We employ a full-time counselor, a full-time psychologist, a part-time nurse, and a part-time speech therapist to help provide leadership and support for students, teachers, parents and community. Our support staff reflects Santiago's desire to help its students strive to not only succeed academically, but socially as well. Santiago's goal is that when students enter high school, they will not only take with them tools for a successful academic career, but will also carry within them the life-skills of respect, responsibility, and the importance of a strong work ethic. Because we value our partnership with the community and parents, we welcome comments and questions.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Santiago has experienced many unique successes this year as a result of the unique challenges of the last year. These successes are not noted in the California Dashboard but more representative of the incredible program Santiago offers its students and families. Here is a short timeline of some of the successes Santiago students have experienced this year.

- March 2020: As a result of the pandemic, Santiago students went home and started virtual learning for the remaining days of the 2020 School Year. As a 1:1 Chromebook school, Santiago students left for home on a Friday and by Monday were accessing classes and participating in virtual learning. This success is a result of technology integration, flexible teachers and students and pure resilience.
- June 2020: Over 580 students (one of Santiago's largest classes) participated in a drive-thru promotion and promoted to high school, in the middle of a pandemic.
- October 2020: Santiago opened for in-person instruction to any student who wanted to be back on campus. A full-time, hybrid and virtual option were available to all students and the master schedule was arranged to meet the needs of individual students and be flexible to changing needs.
- June 2021: Santiago will promote over 600 students, many of whom have received in-person instruction for most of the school year.

With respect to the California Dashboard, there are successes to be seen there too. Santiago's suspension rates are down, attendance rates are up and proficiency, schoolwide, on English and Math continue to climb towards standard level. While standardized testing has been on hiatus this year and last, we continue to measure proficiency through local and interim assessments.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the former California Dashboard, some areas identified as needs include:

- Subgroup proficiency in ELA and Math with a special focus on our Students with Disabilities, and English Learners
- Attendance rates for our Students with Disabilities and our Hispanic/Latino students will continue to be a focus

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our school analyzes verifiable state data that is consistent with all state priorities and our SPSA. Our LCAP goals are in alignment with our authorizing district's LCAP goals and Santiago WASC Accreditation recommendation. We use the results of the analysis to set our priorities for the school year and review the data periodically to determine if we are making progress towards our LCAP goals and share those results with our stakeholders to gather input.

Our LCAP is reflected upon with many stakeholders and continually evaluated by staff and community. The major highlight of the LCAP is the alignment of the plan to the SPSA and WASC goals to ensure consistency in direction and messaging throughout the school community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Santiago Charter Middle School is the only school, as an Independent Charter, within the LEA.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The LEA will support the full-development of goals and plans associated with Santiago as Santiago is the LEA.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA will monitor the plan regularly and, with consistent goal evaluation, will continue to make changes and accept recommendations to continually support students and improve the school.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Our Charter Board meets monthly, our PTSA meets monthly, our ELAC meets 5X per year, and we conduct the LCAP Survey for all stakeholders to provide multiple opportunities for input on current programs as well as to provide input for new programs for the upcoming year. At each of our stakeholder meetings, we present updates on our action steps and what we are doing to improve student achievement. We also gather input from stakeholders during these meetings to ensure all are involved in this process.

A summary of the feedback provided by specific stakeholder groups.

At the first of each of various stakeholder group meetings, we present our data from previous years. We also review the action steps we took and their overall effectiveness. At that time we get input from all of the stakeholders on what changes, if any, should be made. Our new plan is developed based on this input.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Program evaluation, goals, and updates have various points of input for stakeholders.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Excellence in Academics and Leadership: Cultivate a positive school culture and system of supports for student personal and academic growth to prepare them for opportunities for college, career and beyond.

Goal 1

English Language Arts Goal

All of our students will show growth in English Language Arts as measured by our average point difference increase of .5% on SBAC.

Math Goal

All of our students will show growth in mathematics as measured by our average point difference of .5% on SBAC.

EL subgroup goal

All our English Learners will show growth in overall ELA and math as measured by the claim subgroup data per the subgroup on the SBAC.

SWD subgroup goal

All SWD will show growth in overall ELA as measured by the claim subgroup data on the SBAC.

Identified Need

In reflection of our standardized assessments, the need to improve in ELA and math with a specific emphasis on our EL and SWD subgroups was apparent. We also showed that grades 7 and 8 also need attention in both content areas according to SBAC data. SWD, EL's and RFEP's show a need for support in writing, as their lowest claim in ELA. In math, SWD and RFEP's need support in concepts and procedures, and EL's need support in problem solving.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Summative: SBAC Average point Difference	-21.7 points below standard	3% growth towards standard
ELA Formative: % standard met on Lexile	38%	40%; 2% growth
Math Summative: SBAC Average point Difference	-50.1 points below standard	3% growth towards standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC: % of students in overall level 3 or 4 % of students in reading at level 3 or 4	52.3% of students making progress towards English Language proficiency	3% growth of students making progress
EL Formative: EL redesignation rate	24 students were redesignated (19%)	3% growth in redesignation rate
D and F rate for English and math	31% of students with D/F rate in English	-5% less D/F in English

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

1.1 Action

Students to be Served by this Action

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

All

Action

Students will have access to various software programs such as Reading Counts, StudySync, Kahoot, Quizlet, etc. that teachers will use to supplement instructional resources to provide targeted instruction and intervention for at promise students not achieving grade level standards. Software/Technology will also be used as a tool to check for understanding and monitor student progress so teachers can make appropriate adjustments in instruction.

Proposed Expenditures for this Action

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.

10,000

Lottery
4000-4999: Books And Supplies
Software & Software Licensing

1.2 Action

Students to be Served by this Action

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

All

Action

Ensure student/teacher access to instructional materials, including digital, that are aligned with CCSS standards.

- a. Williams Instructional Materials
- b. Project-Based Learning and Cross Curricular Activities Training
- c. Chromebooks and Carts

Teachers will participate in professional development and PLCs to review data, evaluate student performance, develop lessons and common assessments as well as learn new research-based instructional strategies, and integrating technology all of which are designed to meet the assessed needs of students. They will also focus on aligning student work to common core ELA and math standards as well as using formative assessment to improve student achievement. Particular emphasis will be placed on meeting the targeted needs of our At-Risk student population and SEL.

Proposed Expenditures for this Action

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.

80,000

Lottery
4000-4999: Books And Supplies
Approved Textbooks and Software & Software
Licensing

1.3 Action

Students to be Served by this Action

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

All

Action

Teachers, teacher leaders, and administrators will attend conferences and receive professional development on the integration of technology, intervention programs, AVID, and research-based best practices in order to support all at-risk and low-income students in academic achievement and in the ongoing transition to 21st Century Teaching and Learning.

Proposed Expenditures for this Action

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.

10,000

LCFF Supplemental Funds
5000-5999: Services And Other Operating
Expenditures
Travel & Conference and Training &
Development

20,000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Teacher Stipends, Extra Earnings and Subs

9,700

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
Travel & Conference and Training &
Development

3,503

Title II Part A: Improving Teacher Quality
3000-3999: Employee Benefits
Employee Benefits

1.4 Action

Students to be Served by this Action

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

English Language Learners
Low Income/At-Promise
Foster Youth

Action

Lexile Level Reading Books, Magazines, Reading Support curricula, GLAD tools, and other supplemental instructional reading materials and software will be purchased to improve access to nonfiction reading materials as well as increasing access to core content and improve the English learner reclassification rate as well as support low income and foster youth students achieve grade level reading. Set-up fees for technology. AVID binders will also be purchased to support AVID strategies and organization for students participating in AVID.

Proposed Expenditures for this Action

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.

15,000

Lottery
4000-4999: Books And Supplies
Books & Other Reference Materials

1.5 Action

Students to be Served by this Action

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

All

Action

Santiago will offer a wide variety of 21st Century Learning Opportunities that include CTE Courses (Career Readiness & Tech STEM Lab), VAPA Courses, Santiago Electives, ASB, Journalism, & Yearbook. These courses integrate technology and other real-world applications to support student learning. As part of their coursework, teachers will utilize supplemental instructional materials to promote hands-on learning opportunities for all levels of low income students.

Proposed Expenditures for this Action

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.

15,000

Lottery
4000-4999: Books And Supplies
Classroom Materials & Supplies

1.6 Action**Students to be Served by this Action**

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

All

Action

All at-Risk Students will be given opportunities for real-world application in their classes including enrichment opportunities via increased field trips to see relevancy between coursework and college/career to increase Middle School and High School Graduation Rates as well as support their transition into high school. AVID Students will participate in college field trips where they can learn about college life and how to best prepare themselves for their academic futures.

Proposed Expenditures for this Action

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.

6,000

LCFF Supplemental Funds
5000-5999: Services And Other Operating
Expenditures
Transportation/Field Trips

1.7 Action**Students to be Served by this Action**

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

All

Action

We will have math and study skills support courses to provide targeted support for at-risk students who have been identified via grades, standardized test scores, local assessments, and teacher recommendations. Santiago Charter Middle School will provide targeted academic intervention in additional sections in math and study skills for at-risk students who have been identified via grades, standardized test scores, and teacher recommendations. SEL support will be built in to service the whole student.

Proposed Expenditures for this Action

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.

150,000	LCFF Supplemental Funds 1000-1999: Certificated Personnel Salaries Certificated Salaries
26,475	LCFF Supplemental Funds 3000-3999: Employee Benefits Employee Benefits

1.8 Action

Students to be Served by this Action

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

English Language Learners
Low Income/At-Promise
Foster Youth

Action

We offer EL and reading support classes for students to best support English Learners and students reading below grade level, Low Income, and Foster Youth with language development and reading/writing skills to help students move forward to achieving grade level mastery in these areas.

Proposed Expenditures for this Action

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.

56,000	LCFF Supplemental Funds 1000-1999: Certificated Personnel Salaries EL Teacher - 50% Salary
9,800	LCFF Supplemental Funds 3000-3999: Employee Benefits EL Teacher - 50% Benefits
56,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries EL Teacher 50% Salary
73,312	Title I Part A: Allocation 3000-3999: Employee Benefits EL Teacher - 50% Benefits and 2 EL I/A Benefits
78605	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2 EL Instructional Assistants Salaries

1.9 Action

Students to be Served by this Action

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

English Language Learners
Low Income/At-Promise
Foster Youth
McKinney-Vento

Action

Low-income/at-risk students will have access to supplemental education services via before/ after school and lunch time tutoring. Their progress will be regularly monitored by the counselor and administrative team to support their overall academic achievement. We will also provide late bus transportation after school so all students can have access to our after school tutoring. We would like begin to implement a flexible learning space on campus to begin collaboration and inquiry projects schoolwide.

Proposed Expenditures for this Action

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.

15,000

LCFF Supplemental Funds
5000-5999: Services And Other Operating
Expenditures
Transportation

1.10 Action

Students to be Served by this Action

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

English Language Learners
Low Income/At-Promise
Foster Youth

Action

ELD as well as low income and foster students will receive tutoring during lunch and after school to support their language acquisition and mastery of math and English. As part of this support, the EL Advisor will provide color-coded materials to both students and families to better support communication of skills development and data.

Proposed Expenditures for this Action

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.

15,000

LCFF Supplemental Funds
0001-0999: Unrestricted: Locally Defined
Certificated Salaries

5,000

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Classified Salaries

2,500	LCFF Supplemental Funds 3000-3999: Employee Benefits Employee Benefits
1,000	Title I Part A: Allocation 3000-3999: Employee Benefits Employee Benefits

1.11 Action

Students to be Served by this Action

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

English Language Learners
Low Income/At-Promise
Foster Youth

Action

Teachers will use SMART Boards, LCD Projectors, Document Cameras, laptops and iPads to project videos, mice, headphones, assignments, etc. as part of the integration of the new curriculum and students will use laptop devices, mice, & headphones as part of this integration. Band will also replenish instruments. These types of devices will be integrated to support at-risk, SPED, EL, Low income, and foster youth students' access to core and their development of 21st Century skills.

Proposed Expenditures for this Action

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.

200,000	LCFF Supplemental Funds 4000-4999: Books And Supplies Noncapitalized Equipment and Student Non-Capitalized Equipment - Chromebooks, Laptops, Projectors and additional equipment
11,698	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Student Chromebooks
20,000	Lottery 4000-4999: Books And Supplies Noncapitalized Equipment and Student Non-Capitalized Equipment - Chromebooks, Laptops, Projectors and additional equipment

1.12 Action

Students to be Served by this Action

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

All

Action

Instructional & supplemental reading materials such as consumables & novels as well as math support manipulatives and software/programs will be used for intervention and core content courses grades 7-8 to support at-risk students and their ability to access, engage, and master the grade level standards. These materials will also support students who are performing below grade level in math and English to increase their skills.

Proposed Expenditures for this Action

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.

17,389

Title III Part A: Language Instruction for LEP Students
4000-4999: Books And Supplies
Software & Software Licensing

25,000

Lottery
4000-4999: Books And Supplies
Software & Software Licensing

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to COVID the SBAC was not available and therefore there was not substantial data to compare and achieve our goal.

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

Due to COVID monies were reallocated from funds that were not able to be used as teachers and students were not on campus. The goals this year have remained relatively the same as we are slowly bringing students back to campus.

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

The goals and metric have remained relatively the same due to the fact that we hope to be as normal as possible and be able to allocated funds in areas where we were unable at the end of last year. In the event that this is not the case we will look to reevaluate.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Dedicated and Engaged Communication: Communicate effectively and form strategic alliances to secure the support and resources necessary to deliver our vision.

Goal 2

Parent Engagement

We will engage our community via weekly and monthly systems of communications as well as provide opportunities for parents to be engaged in and support our programs on an ongoing basis and we will be able to increase participation rates throughout the year.

Identified Need

We are currently working on growing our PTSA and ELAC to grow parent involvement. The use of social media will also help the growth of parent involvement. We need to continue to increase parent participation on school wide events and committees in order to support the daily program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	About 25% of parents and 40% of students take the LCAP Survey Annually.	10% growth of LCAP Survey participation in each group.
ELAC Attendance Rates	8 parents	15 parents
PTSA Attendance Rates	50 parents	70 parents

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

2.1 Action

Students to be Served by this Action

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

All

Action

Principal and staff will communicate the school's best practices and academic progress through various parent meetings, Parent Handbook, School News Newspaper articles, bulletin boards, Blackboard Connect, and other forms of communication. The school will actively reach out to the community to elicit a strong partnership focused on student achievement for our at-risk student population and encourage parents to get involved with school activities. Through these forms of communication the principal will elicit feedback for improvement.

Proposed Expenditures for this Action

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.

3,000

LCFF Supplemental Funds
4000-4999: Books And Supplies
General Materials & Supplies

2,000

Lottery
4000-4999: Books And Supplies
General Materials & Supplies

2.2 Action

Students to be Served by this Action

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

English Language Learners

Action

We will employ a community aide to develop partnerships with parents and communicate with them regarding school events and programs to support student success. Community Liaison will help with interpretations, which include invitations to school events and meetings, conferences and other information to support student achievement.

Proposed Expenditures for this Action

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.

45,000

LCFF Supplemental Funds
2000-2999: Classified Personnel Salaries
Classified Salaries

20,000

LCFF Supplemental Funds
3000-3999: Employee Benefits
Employee Benefits

2.3 Action

Students to be Served by this Action

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

English Language Learners

Action

Designated bilingual staff members will earn stipends to interpret documents for parents, make parent phone calls and other forms of communication so parents are informed of student progress and needs. Bilingual staff will also help with after hour interpretations during parent teacher conferences, parent workshops, etc. to ensure all parents can be involved in the full capacity of their child's education.

Proposed Expenditures for this Action

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.

2,500

LCFF Supplemental Funds
2000-2999: Classified Personnel Salaries
Classified Salaries

700

LCFF Supplemental Funds
3000-3999: Employee Benefits
Employee Benefits

2.4 Action

Students to be Served by this Action

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

English Language Learners

Action

Community liaison will attend trainings to receive powerful tools and learn best practices for interpretation in IEP Meetings in which she will better respond to cultural diversity, utilize technology, and improve her presentation skills.

Proposed Expenditures for this Action

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.

1,000

LCFF Supplemental Funds
5000-5999: Services And Other Operating
Expenditures
Training & Development

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Even with COVID we continued to have our parents involved through the PTSA and ELAC. We will continue to do so virtually at this time in the hopes of eventually being able to have meetings live again by the conclusion of the 2020-21 school year.

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

The budget did not change as the main elements of involvement revolve around the funding of our community liaison and communication devices for students and families.

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

No changes needed. We will continue to work on community engagement and parent involvement virtually with hopes of returning to in-person meetings at some point during the 2020-2021 school year.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Genuine Wellness and Safety: Continue to support high levels of student engagement and wellness by emphasizing strong student social emotional support and safety protocols

Goal 3

Wellness

Maintain a culture and climate that is welcoming and supportive.

Safety

Maintain a safe physical and social environment that supports students success and provides access to curriculum.

Identified Need

Growing our extracurricular programs will help our students have more connectedness to our school which in turn will help create a positive environment. While nurturing this environment we will put systems in place to protect their physical and emotional safety.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rates	8.3%	7%
Suspension Rate	4%	2%
Attendance Rates	95.5%	95.7%

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

3.1 Action

Students to be Served by this Action

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

All

Action

Safety Inspections will be evaluated quarterly to ensure all facilities are in good repair and work orders submitted as needed and School Grounds will be regularly maintained by maintenance and school site custodial staff including weeding, mowing, & cleaning of grounds to provide a safe, clean environment for all students.

Proposed Expenditures for this Action

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.

50,000

LCFF Supplemental Funds
5000-5999: Services And Other Operating Expenditures
Operations & Housekeeping and Building Maintenance

3.2 Action

Students to be Served by this Action

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

All

Action

School will continue school-wide focus to promote positive behavior, leadership, and incentives to help support a culture of personal and academic safety for our at-risk student population. Further, this focus will target methods to reduce suspensions and referrals for our at-risk students and to promote a positive learning environment in all classrooms.

Proposed Expenditures for this Action

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.

15,000

LCFF Supplemental Funds
4000-4999: Books And Supplies
Classroom Materials & Supplies

30,000

Lottery
4000-4999: Books And Supplies
Classroom Materials & Supplies

3.3 Action

Students to be Served by this Action

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

All

Action

Santiago has partnered with law enforcement to adopt the GRIP Program which is focused on developing Santiago staff as positive mentors for at-risk students, parent education regarding student attendance & gang prevention. This includes monthly meet ups and periodic incentives. We also partner with Pure Game, a nonprofit organization that provides mentors "Field Champions" to help at-risk children develop character through experiential learning. Pure Game's character education curriculum is facilitated through the game. This will also help students develop a sense of connectedness to our school and promote positive attendance.

Proposed Expenditures for this Action

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.

1,000

LCFF Supplemental Funds
5800: Professional/Consulting Services And
Operating Expenditures
Professional/Consulting Services

3.4 Action

Students to be Served by this Action

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

All

Action

Teachers being paid extra earnings provide additional supervision before/after school to support our safe school environment. Also, we are using the Raptor system which screens all visitors and provides a name tag so we can identify them.

Proposed Expenditures for this Action

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.

15,000

LCFF Supplemental Funds
1000-1999: Certificated Personnel Salaries
Certificated Salaries

1,500

LCFF Supplemental Funds
3000-3999: Employee Benefits
Employee Benefits

5,000

LCFF Supplemental Funds
5800: Professional/Consulting Services And
Operating Expenditures
Professional/Consulting Services

3.5 Action

Students to be Served by this Action

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

All

Action

School Counselors and our Psychologist will identify at-risk students to form a various groups outside of the school day so they can spend additional time to work on self-esteem, leadership, and other adolescent issues to support their ability to get engaged with school and prevent absences and drop-out rates. Additionally, Santiago's partnership with Well Street Psychological will help to provide students the opportunity to receive additional mental health support, if they need.

Proposed Expenditures for this Action

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.

50,000

LCFF Supplemental Funds
5800: Professional/Consulting Services And
Operating Expenditures
Professional/Consulting Services

3,800

Title IV Part A: Student Support and Academic
Enrichment
5800: Professional/Consulting Services And
Operating Expenditures
Professional/Consulting Services

3.6 Action

Students to be Served by this Action

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

All

Action

Attendance interventions as well as Tier II interventions such as Reading and/or Study Skills classes, Mentoring Program or Group Counseling will be administered as needed to support the needs of our students.

Proposed Expenditures for this Action

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.

5,000

LCFF Supplemental Funds
5800: Professional/Consulting Services And
Operating Expenditures
Professional/Consulting Services

3.7 Action

Students to be Served by this Action

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

All

Action

Through generalized funding, Santiago will implement a school wide after school athletics program and other extracurricular programs to provide at risk students with opportunities to develop collaboration and teamwork skills as well as increase their attendance and decrease their behavior problems.

Proposed Expenditures for this Action

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.

15,000

LCFF Supplemental Funds
1000-1999: Certificated Personnel Salaries
Certificated Salaries

2,500

LCFF Supplemental Funds
3000-3999: Employee Benefits
Employee Benefits

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Before COVID, our school culture was thriving. When we went remote we tried to maintain a positive school culture and will continually do so as we bring students back. Virtual learning, inherently, caused a disconnect with students and the campus. We held virtual school events and drive-thru celebrations but the climate was still a bit disconnected.

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

After COVID school climate and culture was an unknown. We tried virtual activities and put an emphasis on building relationships with our students and families by being accessible through the beginning of the pandemic.

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

We will continue to work on growing our climate and culture in the ever-changing "new normal". We will continue to make ourselves available to our students and families to support and create a welcoming environment virtual and/or live.