Submittal Page

Principals: Check the box and click "Save Data" when you are ready to Submit.

Section to be Submitted	Due Dates	Check the Box
Student Performance Data	Due February 28, 2025	X
Complete SPSA with Preliminary Budget	Due May 2, 2025	X
Complete SPSA with Final Budget	Due March 27, 2026	

FOR DISTRICT OFFICE USE ONLY	
May 16, 2025 Approval **K-12 Ed Services and Office of Elementary/Secondary Education, please check this box and click save data when you are ready to grant full approval.**	
K-12 Ed Services	**Office of Elementary/Secondary Education**
Comments	**Comments**

School Year: **2025-26**


SANTIAGO HIGH SCHOOL

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santiago High School	30-66522-3036555		6-17-25

Purpose and Description

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

Schoolwide Program

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

This School Plan for Student Achievement (SPSA) aligns with the District's Local Control and Accountability Plan (LCAP) and to the District's Strategic Plan Goals (Goal 1: Academic Skills; Goal 2: Personal Skills; and Goal 3: Life Long Success). Our school plan includes an analysis of data, a review of our school and district goals and how the data aligns to those goals, and the strategies and services supporting those goals. Goals established in the SPSA are intended to meet the needs of all students, with specific attention paid to targeted populations. Our school plan also includes funding allocations and sources for each goal. Strategies and services specific to a particular sub-group are identified throughout the plan.

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Funding

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

All categorical funding is principally directed to support targeted students.

Title I funding is principally directed to support low income students. Examples of money allocated from Title I include instructional resources to support professional development that ensures teachers have the knowledge-base and resources necessary to support student learning gaps, instructional support personnel to assist targeted students in the classroom, professional development around social-emotional learning, scholarly habits, and student self-efficacy, technology where appropriate to support targeted populations, counseling and mental health services to support the well-being of students and families, and parent and community outreach.

LCFF funding, allocated through the LCAP process, are principally directed to serve English Learners, Foster and Homeless Youth. Examples of money allocated from LCFF funds include professional development, extended learning and tutoring to provide interventions for students performing below grade-level standards, instructional materials and supplies, instructional support personnel in the classroom, resources for assessment and data analysis.

AMBG funds were recently shared to support VAPA programs and the instructional needs of students. Prop 28 funds were recently added to support VAPA and Music Programs.

Fiscal support (EPC)

Fiscal support is provided by the general fund and State and Federal monies.

2025-26 SPSA: Santiago High School

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Santiago School Site Committee (SSC) was established through an election process, allowing members to serve up to a two-year term. Most elections begin in August or September and members are composed of parents/ community members, teachers, counselors, the principal, classified staff, and students. Parents in ELAC (English Language Advisory Committee) provide guidance and had the opportunity to be involved in the planning, implementation, and evaluation of programs. SSC meetings are open to the

public. All members help in developing and approving components of the SPSA, such as approving the budget, being informed about the intent of supplemental funds to improve academic achievement for students, understanding and following the procedures established by programs, reviewing the School Parental and Family Engagement Policy, and analyzing data to appropriately approve allocation of funds and expenditures. ELAC meets quarterly and SCC meetings occur monthly/ quarterly to review the process. Agenda and minutes for each meeting are sent to the District along with the completed SPSA. Staff participates by engaging in the data analysis process and then creating and implementing goals and actions steps to meet the needs of students.

Comprehensive Needs Assessment

Identify and describe 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.

WASC Schoolwide Learner Outcomes: Successful, Civic-Minded, Critical Thinkers
WASC Critical Learner/ School-wide Needs:
1. Each PLC will analyze data from common assessments to drive instruction & intervention
2. Staff will prepare students for lifelong success by increasing academic rigor, applying real world skills applications across all content areas, and providing information on college/career pathways.
3. Staff develops a method to measure the effectiveness of CAV Time to support student growth.

According to the 2024 CA Schools Dashboard, the overall graduation rate for Santiago dropped 4.3% from previous year; English Learners declined by 6.6% and Students with Disabilities declined by 12%. Some EL and Students with Disabilities elect for a fifth year and their graduation will be counted after completion of a fifth year and reaching graduation status.

According to the 2024 CA Dashboard, 48.8% of students overall were considered College Ready. A gap is seen with English Learners who were at 20.7% ready and Long Term English Learners were at 22.2%

Resource Inequities

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

Many of our students require support beyond the normal school day. At Santiago, CAV Time, is a 30 minutes daily time slot to provide students an opportunity to visit for intervention during a normal school year and is mandatory for all students. Student motivation and commitment differs among students, and some classes fill up quickly. Students are expected to visit classes where they require the most intervention. During 2023-2024 and 2024-2025 school years, additional targeted before/after school day and extended learning

opportunities (i.e. Summer Bridge, Writing Camps, Targeted tutoring by Department,etc.) are available for our students as a means of improving and supporting progress towards mastery of standards and meeting their academic goals. Following COVID/ Distance Learning, data reflected a drop in Mathematical scores and some remained steady during the 2023-2024 school year. In 2023, we saw a rise in English Language Arts Academics, but this reversed in 2024 with a significant decrease in 2024 for most subgroups.

Our EL and our SPED population struggled with mastery as well as, gaps are reflected in content areas. During the 2022-2023 and 2023-2024, more English Learners at the early levels of English Proficiency (levels 1-3) were enrolled requiring more intensive support. Socioemotional support and/or scholarly habits or self-regulatory skills are additional skills needed for our students. Additional ELOP funding to support students with extra duty hours, supplies, and or establishing a suitable environment is still needed and utilized, as well as, the continued support of an ELO Coach/Community Coach/Admin to help establish, monitor, and follow up with students. Extended/expanded learning opportunities need to occur for Goal 1 (Academics for all, English Learner support, and Scholarly Habits/self-regulatory skills) and Goal 2 (Motivation, Socio-emotional support, and personal skills) as well as, Goal 3 (College and Career). Current ELO/ELOP funds are being utilized to support these programs through the 2024-2025 and will need to continue for the 2025-2026 school year.

We also recognize the importance of learning and utilizing our Community Partnerships and resources. Santiago has been designated a CA Collaborative Community Schools program with goals focused on improve extended learning supports at school and within the community for our families, as well as, and look to expand parent programs and engagement opportunities. For 2024-2025, we are using ELOP funding to support and maintain the necessary extended day learning opportunities for students. For parent engagement and involvement, an increased parent opportunities beyond ELAC, SSC, and our annual parent education classes. Santiago has been hosting Parent Social Circles based upon needs, such as "Struggles of being a parent of a High School Student," "How to support a High Achieving Student," "Safeguarding our Families," to discuss immigration concerns, and CHOC will work on mental health concerns. Additional classes will be scheduled as well. Title I and LCFF funds will also be utilized as well. A Community School Resource Fair is also scheduled at Santiago with collaboration of our feeder school and various community partners focused on the needs specific to the Santiago HS area.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.05%	0.16%	0.17%	1	3	3
Asian	12.67%	12.66%	13.27%	252	244	239
Filipino	0.70%	0.42%	0.39%	14	8	7
Hispanic/Latino	82.91%	83.71%	83.62%	1649	1613	1506
Pacific Islander	0.45%	0.57%	0.56%	9	11	10
White	1.46%	1.92%	1.39%	29	37	25
Multiple/No Response	0.35%	0.16%	0.33%	7	3	6
			Total Enrollment	1989	1927	1801

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	494	441	422
Grade 10	524	485	447
Grade 11	513	493	459
Grade 12	458	503	473
Total Enrollment	1,989	1,927	1,801

Conclusions based on this data:

1. Santiago High School has been experiencing declining enrollment for the past three years and is expected to do so for a few more years.
2. The number of Hispanic students decreased by over 100 students.
3. The number of students entering into as freshmen continues to be less than outgoing senior students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	717	625	597	34.60%	36.0%	33.1%
Fluent English Proficient (FEP)	21	22		0.90%	1.10%	
Reclassified Fluent English Proficient (RFEP)	918	917	864	48.2%	46.20%	48.00%

Conclusions based on this data:

1. In 23-24, Santiago showed a slight decrease in English Learners and a slight increase in students reclassified as Fluent English Proficient. This could be a result of more students participating in ELPAC testing in 22-23 and 23-24 versus during COVID years of 20-21 and 21-22.
2. As enrollment declines, the number of students in each English Learner subgroup also declines for English Learners and Initially Fluent English proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	496	469	448	479	455	446	478	455	446	96.6	97.0	99.6
All Grades	496	469	448	479	455	446	478	455	446	96.6	97.0	99.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2601.2	2598.6	2574.6	27.41	27.03	22.42	32.43	30.77	28.48	21.76	21.32	22.20	18.41	20.88	26.91
All Grades	N/A	N/A	N/A	27.41	27.03	22.42	32.43	30.77	28.48	21.76	21.32	22.20	18.41	20.88	26.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	25.73	24.62	21.08	56.28	59.78	53.36	17.99	15.60	25.56
All Grades	25.73	24.62	21.08	56.28	59.78	53.36	17.99	15.60	25.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.22	31.87	25.62	47.91	47.69	46.74	19.87	20.44	27.64
All Grades	32.22	31.87	25.62	47.91	47.69	46.74	19.87	20.44	27.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.39	12.75	13.68	71.76	72.09	70.63	14.85	15.16	15.70
All Grades	13.39	12.75	13.68	71.76	72.09	70.63	14.85	15.16	15.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.97	23.96	22.20	65.90	62.42	60.31	12.13	13.63	17.49
All Grades	21.97	23.96	22.20	65.90	62.42	60.31	12.13	13.63	17.49

Conclusions based on this data:

1. Santiago students reflect an increase in the number of students below meeting standards in Reading, Writing, and Research while seeing a slight decrease in students meeting and/or near meeting standards in these same areas.
2. Santiago saw the biggest drop in Writing for students who exceeded standards in 23-24. Scores did stay consistent in the At Standard/Near Standard in writing and listening domains.
3. Listening skills reflected a slight increase and/or somewhat consistent scores in all areas.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	496	470	447	476	446	444	476	446	444	96.0	94.9	99.3
All Grades	496	470	447	476	446	444	476	446	444	96.0	94.9	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2544.5	2545.8	2540.2	7.56	6.05	8.33	14.92	16.82	14.86	28.36	31.39	24.10	49.16	45.74	52.70
All Grades	N/A	N/A	N/A	7.56	6.05	8.33	14.92	16.82	14.86	28.36	31.39	24.10	49.16	45.74	52.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.76	10.76	10.36	56.72	59.42	58.78	31.51	29.82	30.86
All Grades	11.76	10.76	10.36	56.72	59.42	58.78	31.51	29.82	30.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.92	8.30	9.91	65.34	67.49	61.71	23.74	24.22	28.38
All Grades	10.92	8.30	9.91	65.34	67.49	61.71	23.74	24.22	28.38

Conclusions based on this data:

1. While there was a slight increase overall in students exceeding math standards, there was a shift also with an increase in students not meeting standards, widening the gap of overall math skills.
2. Scores stayed somewhat consistent in the area of problem solving/ modeling & data analysis.
3. While there was an increase in students exceeding in communicating reasoning, more students also increased in not meeting standards as well.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1547.8	1540.3	1526.0	1543.1	1528.5	1511.4	1552.1	1551.8	1540.2	178	162	144
10	1552.5	1555.1	1542.1	1540.4	1551.3	1529.8	1564.0	1558.4	1553.9	192	155	149
11	1553.5	1552.7	1537.1	1547.0	1545.1	1529.7	1559.6	1559.7	1544.0	151	154	132
12	1564.7	1559.0	1549.1	1561.9	1552.5	1548.3	1567.0	1565.0	1549.4	154	136	147
All Grades										675	607	572

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.73	13.58	8.33	37.08	34.57	36.11	32.02	30.86	26.39	15.17	20.99	29.17	178	162	144
10	17.80	15.48	16.78	37.17	41.94	33.56	30.89	31.61	26.85	14.14	10.97	22.82	191	155	149
11	13.25	12.99	11.45	39.74	34.42	30.53	29.80	34.42	29.77	17.22	18.18	28.24	151	154	131
12	22.08	12.50	14.58	38.96	38.97	31.94	25.32	32.35	28.47	13.64	16.18	25.00	154	136	144
All Grades	17.21	13.67	12.85	38.13	37.40	33.10	29.67	32.29	27.82	14.99	16.64	26.23	674	607	568

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	25.28	24.69	18.75	42.70	36.42	37.50	24.16	22.84	22.22	7.87	16.05	21.53	178	162	144
10	21.99	29.03	28.86	45.03	41.29	33.56	21.47	19.35	14.77	11.52	10.32	22.82	191	155	149
11	27.15	22.08	26.72	45.03	42.86	35.11	13.25	22.73	15.27	14.57	12.34	22.90	151	154	131
12	33.77	32.35	29.86	45.45	37.50	36.81	9.09	18.38	15.97	11.69	11.76	17.36	154	136	144
All Grades	26.71	26.85	26.06	44.51	39.54	35.74	17.51	20.92	17.08	11.28	12.69	21.13	674	607	568

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.43	8.02	3.47	22.47	24.69	27.78	42.13	35.80	31.94	26.97	31.48	36.81	178	162	144
10	13.09	9.03	12.08	29.32	23.87	25.50	35.08	45.16	32.89	22.51	21.94	29.53	191	155	149
11	5.96	5.84	6.87	21.19	21.43	8.40	43.05	44.81	43.51	29.80	27.92	41.22	151	154	131
12	8.44	5.88	3.47	28.57	22.79	18.75	37.01	43.38	40.28	25.97	27.94	37.50	154	136	144
All Grades	9.20	7.25	6.51	25.52	23.23	20.42	39.17	42.17	36.97	26.11	27.35	36.09	674	607	568

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.06	12.35	4.86	74.72	66.67	63.89	20.22	20.99	31.25	178	162	144
10	5.24	17.42	13.42	70.68	69.68	69.13	24.08	12.90	17.45	191	155	149
11	7.28	8.44	5.34	63.58	66.23	60.31	29.14	25.32	34.35	151	154	131
12	6.49	11.76	7.64	70.13	69.12	59.03	23.38	19.12	33.33	154	136	144
All Grades	5.93	12.52	7.92	70.03	67.87	63.20	24.04	19.60	28.87	674	607	568

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	68.18	54.66	54.55	23.30	29.19	22.38	8.52	16.15	23.08	176	161	143
10	71.96	65.58	55.70	17.46	25.97	19.46	10.58	8.44	24.83	189	154	149
11	72.67	66.23	61.07	15.33	23.84	19.85	12.00	9.93	19.08	150	151	131
12	79.22	64.71	67.83	11.04	22.79	18.18	9.74	12.50	13.99	154	136	143
All Grades	72.80	62.62	59.72	17.04	25.58	19.96	10.16	11.79	20.32	669	602	566

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.98	12.96	13.19	43.26	46.30	35.42	38.76	40.74	51.39	178	162	144
10	19.90	16.77	22.15	42.93	50.32	35.57	37.17	32.90	42.28	191	155	149
11	4.64	8.44	6.87	56.95	44.81	33.59	38.41	46.75	59.54	151	154	131
12	9.74	10.29	7.64	53.25	49.26	44.44	37.01	40.44	47.92	154	136	144
All Grades	13.65	12.19	12.68	48.52	47.61	37.32	37.83	40.20	50.00	674	607	568

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.12	0.00	1.40	79.78	82.72	75.52	19.10	17.28	23.08	178	162	143
10	2.09	0.65	2.01	81.15	87.74	78.52	16.75	11.61	19.46	191	155	149
11	12.58	15.58	7.63	70.20	68.18	73.28	17.22	16.23	19.08	151	154	131
12	16.88	14.71	6.25	65.58	73.53	70.83	17.53	11.76	22.92	154	136	144
All Grades	7.57	7.41	4.23	74.78	78.25	74.60	17.66	14.33	21.16	674	607	567

Conclusions based on this data:

1. Of our English learners, the students at the beginning stages of learning English (level 1) has increased in 23-24. It usually takes 5-7 years for most English Learners to become fluent in English proficiency.
2. The Speaking Domain is usually the first domain most English Learners progress is initially accomplished and that is seen in Santiago's scores as well.
3. Listening, Reading, and Writing often require more time to build English language proficiency and skills and this is evident in Santiago's numbers as lower percentages of students show mastery in these areas.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,801	**94.6%**	**33.1%**	**0.3%**
Total Number of Students enrolled in Santiago High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	597	33.1%
Foster Youth	6	0.3%
Homeless	57	3.2%
Socioeconomically Disadvantaged	1,704	94.6%
Students with Disabilities	295	16.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	0	0.0%
Asian	239	13.3%
Filipino	7	0.4%
Hispanic	1,506	83.6%
Two or More Races	6	0.3%
Pacific Islander	10	0.6%
White	25	1.4%

Conclusions based on this data:

1. 94.6% of the 23-24 enrollment of students qualify as Socio-Economically Disadvantaged.
2. Hispanic and Asian students make up 96.9% of the student population with our Hispanic subgroup making up 83.6% of enrollment.
3. Santiago's population consist of 16.4% of students with a disability and 33.1% are classified as English Learners.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Graduation Rate**  Yellow	**Suspension Rate**  Orange
Mathematics  Orange		
English Learner Progress  Red		
College/Career  Orange		

Conclusions based on this data:

1. While College/Career rates are in the orange band, the graduation band is in the yellow band. Students who take on a 5th year (EL and/or SPED) will not reflect into graduation rate until the year they complete graduation requirements.
2. English Learner progress reflects in the red band.

3. Math, English, and Suspension rates are in the orange band.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 Red
2.0 points below standard	77.8 points below standard	122.7 points below standard
Declined 23.8 points	Declined 24.4 points	Declined 43.4 points
430 Students	173 Students	97 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Less than 11 Students	48.4 points below standard	4.1 points below standard
2 Students	Declined 71.3 points	Declined 24.5 points
	18 Students	413 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
124.6 points below standard	0 Students	0 Students
Declined 38.5 points		
63 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
78.5 points above standard	Less than 11 Students	16.9 points below standard
Declined 18.4 points	2 Students	Declined 26.0 points
63 Students		354 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
3 Students	2 Students	6 Students

Conclusions based on this data:

1. While overall students are in the orange band in English Language Arts, English Learners (EL), Long-term English Learners (LTEL), and Students with Disabilities performed in the red Band.
2. Students classified as Socio-Economically Disadvantaged and Hispanic students performed in the orange band. Asian student did decline but remained in the green band.
3. Overall and a majority of our sub-groups experienced some decline in students performance levels.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Orange	Red
84.2 points below standard	141.6 points below standard	184.8 points below standard
Declined 5.2 points	Increased 5.3 points	Maintained 1.3 points
433 Students	176 Students	96 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Less than 11 Students	119.5 points below standard	86.2 points below standard
2 Students	Declined 40.1 points	Declined 5.4 points
	20 Students	416 Students

Students with Disabilities	African American	American Indian
		
Orange	No Performance Color	No Performance Color
190.9 points below standard	0 Students	0 Students
Increased 8.5 points		
62 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Orange
32.0 points above standard	Less than 11 Students	105.7 points below standard
Declined 3.9 points	2 Students	Declined 8.5 points
64 Students		355 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 2 Students	 No Performance Color Less than 11 Students 7 Students

Conclusions based on this data:

1. All students, including English learners, students socioeconomically disadvantaged, Hispanic students, and students with Disabilities all performed in the orange band.
2. Long-term English Learners struggled the most and performed in the Red Band.
3. Asian students performed in the green band, but experienced a slight decline.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	Red
34.7% making progress.	34.8% making progress.
Number Students: 525 Students	Number Students: 440 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
37%	28.2%	4.6%	29.9%

Conclusions based on this data:

1. Both English Learners (EL) and Long-term English Learners struggled to make progress. Both averaged around 34% who made progress.

2. While 29.9% of students progressed at least one level and 32.8% maintained their level, a total of 37% of students decreased in a level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



Very Low
Lowest Performance



Low



Medium



High



Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	1	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Orange	Orange
48.8 Prepared	20.7 Prepared	22.2 Prepared
Declined 2.8	Maintained 0.8	Maintained 0.5
492 Students	193 Students	158 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Less than 11 Students 0	32.1 Prepared	49.2 Prepared
2 Students	Maintained 1.8	Maintained 1.5
	28 Students	472 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
6.7 Prepared	Less than 11 Students 0	0 Students
Maintained 0.6	1 Student	
90 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Orange
74.2 Prepared	Less than 11 Students 0	44.8 Prepared
Declined 8.1	3 Students	Declined 2.3
62 Students		411 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 4 Students	 No Performance Color Less than 11 Students 0 7 Students

Conclusions based on this data:

1. 48.8% of overall students (top orange band) reflect being college/career ready and 49.2% of Socio-Economically Disadvantaged students (yellow band) were college/career ready.
2. English Learners and Long-term English Learners were in the orange band and Students with Disabilities were in the red band in being college/career ready.
3. Hispanic students reflected 44.8 % (high orange) being college/career ready and Asian students reflected at 74.2% being college career ready in the green band.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data is reflected in this area for high schools.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	Yellow
90.7% graduated	83.1% graduated	93.7% graduated
Declined 4.4%	Declined 6.7%	Declined 1.3%
495 Students	195 Students	158 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	89.3% graduated	92% graduated
3 Students	Increased 1.4%	Declined 3.5%
	28 Students	475 Students

Students with Disabilities	African American	American Indian
		
Orange	No Performance Color	No Performance Color
79.1% graduated	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 11.9%	1 Student	
91 Students		

Asian	Filipino	Hispanic
		
Orange	No Performance Color	Yellow
88.9% graduated	Fewer than 11 students - data not displayed for privacy	91.5% graduated
Declined 6.5%	3 Students	Declined 3.5%
63 Students		413 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Conclusions based on this data:

1. Overall, 90.7% of students qualified under graduation requirements (yellow band). Long-term English Learners, Hispanic students, student who are Socio-Economically Disadvantaged were also in the yellow band.
2. Asian students saw a decrease with only 88.9% of students qualifying for graduation. Santiago did see an increase in Asian students who entered as a beginning English Learner and either stayed on for a 5th year (delaying graduation) or did not earn the required ELD C level to qualify for graduation credits.
3. English Learners and students with disabilities were also in the orange band for graduation requirements.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	1	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Orange
3.9% suspended at least one day	6% suspended at least one day	6.7% suspended at least one day
Increased 0.7%	Increased 0.7%	Increased 0.5%
1909 Students	662 Students	520 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
18.2% suspended at least one day	6.9% suspended at least one day	4.1% suspended at least one day
11 Students	Declined 0.3%	Increased 0.9%
	72 Students	1800 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
7.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 0.6%	4 Students	
307 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
0.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy	4.5% suspended at least one day
Declined 0.4%	7 Students	Increased 1%
251 Students		1595 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	10 Students	Declined 2.7%
14 Students		28 Students

Conclusions based on this data:

1. 3.9% of overall students were suspended at least once, earning the overall school in the orange band.
2. English Learners, Long term English Learners, and Hispanic students, all reflected in the orange band and were suspended at least once. Students may overlap in more than one band as well. Students with disabilities and homeless students were in the yellow band.
3. Asian students (.8%) of students were suspended at least once and were in the green band.

Section A: Goals, Action Steps & Proposed Expenditures

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

Goal 1

Academic Skills - All learners will develop the academic skills necessary for continual individual growth towards mastery of standards.

Identified Need: (LEA/LCAP Goal)

WASC Schoolwide Learner Outcomes: Successful, Civic-Minded, Critical Thinkers
WASC Critical Learner/ School-wide Needs:
1. Each PLC will analyze data from common assessments to drive instruction & intervention
2. Staff will prepare students for lifelong success by increasing academic rigor, applying real world skills applications across all content areas, and providing information on college/career pathways.
3. Staff develops a method to measure the effectiveness of CAV Time to support student growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
1a. State standardized assessments: CAASSP ELA and Math	ELA % Standard Exceeded: 27.03 ELA % Standard Met: 30.77 Math % Standard Exceeded: 6.05 Math % Standard Met: 16.82	ELA % Standard Exceeded: 22.42 ELA % Standard Met: 28.48 Math % Standard Exceeded: 8.33 Math % Standard Met: 14.86	LCAP Goal: Improve
1a. State standardized assessment: California Science Test	Met/Exceeded: 27.47%	Met/Exceeded: 26.62%	LCAP Goal: Maintain/Improve

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
1a. District Assessments: T3/Q3 Benchmark ELA and Math	Mastered ELA: 42% (9th); 67% (10); 34% (11th); 4% (12th) Mastered Math: 68% (Alg 1); 60% (Geom); 72% (Alg 2);	Mastered ELA: 53% Mastered Math: 59%	LCAP Goal: Improve
1a. Report Card: Grades, GPA		2.86	LCAP Goal: Maintain/Improve
1a. Report Card: D/F Rate	1st semester (2022-2023) D= 15% F= 9% 2nd Semester (2022-2023) D= 9.4% F= 5.4% 1st Semester (2023-2024) D= 13% F= 9%	%D: 9%/%F:6%	LCAP Goal: Improve
1b. State standardized assessments: CAASSP ELA and Math (EL Subgroup)		ELA Met/Exceed: 8% Math Met/Exceed: 5%	LCAP Goal: Improve
1b. State English Learner Assessment: ELPAC Level 4	Overall: 14%	Overall: 13%	LCAP Goal: Maintain/Improve
1b. District Assessments (EL Subgroup): T3/Q3 Benchmark ELA and Math	Mastered ELA: 9th EL 9% 10th EL 22% 11th EL 6%- AP doesn't 12th EL 0- no BM Mastered Math: Algebra 61% Geometry 49% Algebra 2 58% Algebra 2 Trig. 73%	Mastered ELA: 9th EL 16% 10th EL 35% 11th EL 18% 12th EL 15% Mastered Math: Algebra 46% Geometry 48% Algebra 2 58% Algebra 2 Trig. 92%	LCAP Goal: Improve

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
	Adv. Algebra/ Trig. 52%	Adv. Algebra/ Trig. 35%	
1b. Report Card: Grades, GPA (The Average GPA for English Learners)	2.82	2.45	LCAP Goal: Improve
1b. Report Card: D/F Rate (EL Subgroup)	D/F Rate (EL Subgroup): 15%	D/F Rate (EL Subgroup): %D: 13.8%/%F:9.8%	LCAP Goal: Improve
1b. Reclassification Rate (EL)		9.3%	
1b. Reclassification Rate (Long Term English Learner)	Overall:	Overall: 37.93%	LCAP Goal: Maintain/Improve
1b. District Writing Assessment (Long Term English Learner)	Pass Rate:	Pass Rate: 34.8%	LCAP Goal: Maintain/Improve
1c. Annual District Survey: Self-Management/Self-Regulation	3.69	3.76	LCAP Goal: Greater than or Equal to 3
1c. Annual District Survey: Scholarly Habits	3.65	3.55	LCAP Goal: Greater than or Equal to 3
1c. Work Habits	3.01	3.15	LCAP Goal: Greater than or Equal to 3

Annual Title I Programs Review

SPSA Year Reviewed: 2023-2024

Goal 1 DATA ANALYSIS

As you review your Goal 1 data, consider your school's performance relative to the districtwide averages and previous year performance.

These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
Describe the overall implementation of the prior year action steps that supported Goal 1 (Were your strategies/activities fully implemented as planned?).	Santiago continued implementing effective strategies/ WICOR to help students access core standards. A focus on increasing rigor (productive struggle) continued this year with Instructional Leadership Teams coming together to monitor and provide feedback in next steps to staff. Academic supports continued well with the library available for students before and after school, credit recovery and APEX for credit deficiency or D Validation, and targeted tutoring for students needing help in CORE classes, At-Risk students, and/or Multi-lingual students. CAV Time continued this year. Santiago utilized student survey and teacher survey results to discuss best practices and the CAV Time Committee meets to review systems in place. Administration monitored different groups of students to check progress as well for a study. Santiago also is continuing the quarterly teacher peer observations for teachers to learn from each other on strategies and/or validate the use of strategies within their classes. In addition, Community schools committee reviewed the results from students and staff as well to make suggestions. In addition, Santiago has worked to help guide students on how to use CAV Time effectively for student needs. The use of Interactive notebooks has been helpful for student organization and ensure students all have materials. Teachers are provided PD opportunities over the summer and at District or Site events. CORE is utilized to focus on student academic and personal skills growth. The EL and RFEP Progress Monitoring forms help to

	highlight students progress, needs, and allow a teacher to record areas of support provided. Bilingual Instructional Aides are available in ELD and SPED classes to support instruction, small group work, and supporting the teacher's daily goals.
Using your conclusions based on the data for Goal 1, describe the overall effectiveness of the prior year action steps.	While Santiago continues to implement professional development and opportunities for student support daily in class and with extended learning opportunities, we did experience a drop in our English Language Arts scores (11th graders only test) for most subgroups. School-wide, our English Language Arts benchmarks show an increase from the previous year. Our Multi-language learners (English Learners) slightly decreased in enrollment, but we noticed an increase in students entering Santiago at a "beginning" English Language level, which will take longer to reach fluency. In addition, a few students enrolled experiencing basic foundational math skills as well. As a result, we included a specific ELO for Math after school for targeted EL students. In Math, students who met proficiency slightly decreased, but those that exceeded increased from the previous year. The district also has provided tutoring opportunities with Khanamigo and with 24/7 support, which has pleased our students and parents. The use of Instructional aides has been instrumental to supporting our ELD classrooms and EL students, as well as, our students with an IEP.
Explain any prior year action steps that were not implemented as described (including differences between proposed expenditures and actual expenditures).	The master schedule is built based upon the needs of our students. Extended Learning Opportunities (ELOs) are used to provide targeted support. ELOP and LCFF funds are used to support these endeavors, however, not all students are able to/ willing to attend.
Describe any changes that will be made to action steps to achieve this goal as a result of this analysis (new or refined programs, strategies, activities, etc.).	Santiago will continue to provide site based opportunities for staff for professional development and support with strategies in daily lessons. 5 Star allows us to track students attending ELOs and CAV Time. CORE continues to evaluate its program in 9th grade student support. Administration and counselors work with individual students on their progress and meet with parents over concerns.

Action Step 1

Students to be Served by this Action Step

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

All Students

Action Step

Goal 1A#1 Effective Instruction and CA State Standards: Implement an effective instructional delivery model, instructional strategies, resources, and classroom routines to support all students toward meeting academic goals. This includes the implementation of textbook and curriculum materials aligned to the California State standards. Build capacity in teachers through leadership and collaboration.

Sub-Action

Instructional Delivery -All staff will continue to implement the K-12 Effective Instruction Model (I Do, We Do, You Do) to provide high quality instruction and support student learning (teacher/student/content).

Deliver consistently rigorous lessons that engage students in using Academic Language/WICOR strategies to access complex text and demonstrate knowledge of the context. For students in the M/S program, life skills and community based instructional to support life-long skills.

Staff continue schoolwide implementation of instructional practices and digital learning to increase critical thinking, DOK, differentiation, productive struggle and academic discourse, and improve student success.
Action Steps
1. Continued site training in instructional technology/ digital learning.
2. On-going training for teachers in development of higher level questions and the effective instruction model and will be a focus for new employees/review of staff.
3. Teachers will participate in co-planning activities refining best practices in PLC process and/or release time to do so.
4. Departments will share and demonstrate best practices at department meetings and/or staff meetings.
5. Teachers will continue to participate in quarterly peer classroom observations.
6. Monthly staff meetings will include professional development in the areas of Critical Area for Follow-Up.
7. School site trainings, district trainings, and other trainings will be researched & available for teachers to support instructional practices (i.e AVID, PLC, constructing meaning for new teachers, etc). These may also include after school trainings at the DO or quarterly on-site.

Proposed Expenditures for this Action Step

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.

Title 1 Amount: 18,517			Description of Expense: 3% Set-Aside ($11,874); Contract Repairs ($6,318) markers, protector sheets, color copy paper, tape, scissors, glue sticks
LCFF Amount: 39,712			Description of Expense: 3% Set-Aside ($13,575); Contract Repairs ($2,293) 1 subject notebooks, Science classroom materials, science animal parts, spiral notebooks ($19,436),

Action Step 2

Students to be Served by this Action Step

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

All Students

Action Step

Goal 1A#2 Professional Development: Maintain a strong program of professional development to support instruction leading to increased student achievment. Provide targeted support to teachers in best instructional practices to support all students including targeted populations (educationally disadvantaged youth).

Sub-Action

Faculty members will participate in weekly collaboration. Collaboration will be focused on supporting student learning through the PLC process.
Teams will:
1. Set norms
2. Determine essential standards/skills
3. Co-plan lessons using Academic Language/WICOR strategies to increase student use of academic language (in PLCs or release time)
4. Determine common assessments for essential standards
5. Participate in data analysis to inform their instruction and provide intervention for struggling students, and enrichment for all other students
6. Staff will continue to review and evaluate updates from the Collaboration Consult and grading consult.
7. Instructional Leadership Team (ILT) is utilized to identify best practices and teaching strategies through teacher modeling.

PLC teams continue to build and administer common assessments to analyze and guide instructional practices for improved student learning.

Action Steps
1. PLC training for teacher leaders as available locally.
2. On-going progress will be measured by completion of PLC team outcome documents
3. Plan how many and what type of common assessments
4. Train teachers in protocols for summative/formative common assessment analysis & backwards planning.
5. On-going training in tools for data disaggregation (Illuminate/ Renaissance, google forms, etc…)
6. Quarterly observations to support within departments and/or strategies to utilize in planning
7. Review Grading practices and continue to evaluate updates from the Grading Consult to ensure grading reflects student learning.

Staff explores new research-based strategies while reviewing & implementing systematic intervention for students during the regular school day to support and improve student achievement.

Action Steps
1. Continue to assess & refine Santiago's CAV Time Tutorial Intervention for all students during the school days (except Collaboration/late start). Annual survey results provide insight for the staff to utilize best practices.
2. Refine intervention strategies focused on specific needs/students (CORE/BTSC for Vulnerable 9th grade students on Mondays, Inclusion/ Case Managers on Mondays in CAV Time Tutorial period - for established lessons and determine CAV Time schedule for students)
3. Faculty implements tutorial period schedule for all students.
4. Counselors and Administration support by ensuring all student attend and focus on the importance of support.

Designated staff will supervise and provide support and tutoring daily during extended hours in the Library Media Center. Wednesdays will included extra teachers from CORE subjects with assigned students in Wednesday Homework Club (Case Managers with Scholarly Habits) and/or drop in Library for tutorial support.

In order for students to remain A-G and graduation eligible SHS will provide Interventions (ELOs) and Academic Supports. Staff will analyze data (such as Benchmark Exams, grades, subgroups, publisher embedded tests, and other reports) in order to develop and implement intervention programs and to target specific curricular and behavioral deficiencies. (ELOs, Credit Recovery, Summer School, APEX)

Students will be targeted by teachers, counselors, and administration for progress monitoring, accountability, and academic support.

Proposed Expenditures for this Action Step
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.

Title 1 Amount: 39,580		Description of Expense: 10% PD Set-Aside ($39,580)

Action Step 3

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 1A#3 Extended Learning Opportunities/Tutoring: Provide intervention opportunities for students performing below grade-level standards. Provide extended learning opportunities for intervention, including opportunities for tutoring to support students at all levels [improved/increased services for targeted populations (educationally disadvantaged youth)]. Focus will be on Goals 1, 2 and 3 and improvement of Graduation status and A-G support.

Sub-Action

School-wide Tutoring and Academic Support/Student Success Support & Scholarly Habits (Tier II & Tier III support). Santiago teachers staff the school library with teachers in CORE academic classes, and/or assistance of peer tutors to support all students. Students check in with staff and use the resources available to support their success. Tier II and Tier III extended tutoring may include support in Literacy (Reading, Writing, etc), D/F grades, and support for learning. Support for Learning Loss also incorporated. Additional support will be provided for multi-lingual learners (English Learners), such as in Writing and/or Reading Comprehension.

Additional ELOs may include AP Bootcamps, AVID Bridge, CORE Bridge/ Tutoring, and Dual Enrollment Support. . Supplemental Support Tutoring and/or Field Trips for students participating in AP classes, AVID, CORE, and/or Dual Enrollment. Teachers provide extra instruction and feedback to support student success during extended day and extended year opportunities (after school, summer, weekends). Focus on A-G as well support

Enrichment ELOS may include Fine Arts & VAPA Enrichment/ Mindfulness Enrichment & SEL Support for students & Scholarly habits. Other enrichments may include Extended year for Freshmen Focus as an introduction into high school and learning about the opportunities at school.

SEL & Mindfulness Enrichment and Socio-Emotional support for students. These may also work collaboratively and include Art/Music (VAPA), Thriving Tuesdays/Wellness Wednesdays, Growth Mindset, and Mindfulness activities, etc. The use of the Wellness Center allows a place for student and staff to self-regulate and reset their thoughts and receive support if needed.

APEX, Credit Recovery opportunities ELOs will assist in A-G and improvement in grades.

College and Career Readiness ELOs- College Boost supports, assistance with applications, FAFSA, and College Personal Interests questions (PIQs).

Proposed Expenditures for this Action Step
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.

Action Step 4

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 1A#4 Materials/Supplies: Support instruction with supply purchases and resources for classroom needs in all content areas. Student Planners (Site LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth).

Sub-Action

Various supplies to assist all students for improvement/ increased services for target populations.

Proposed Expenditures for this Action Step
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.

Title 1 Amount: 1,964		Description of Expense: 23-24 $ Spent
LCFF Amount: 12,393		Description of Expense:

		23-24 $ Spent ($1,052), dry erase boards 6x4, 8x4 and 4x3, cork board 6x4, giant month calendar, color copy paper, tape

Action Step 5

Students to be Served by this Action Step

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

All Students

Action Step

Goal 1A#5 Instructional Support for Students: Provide instructional support personnel to support students needs and student achievement in the classroom, particularly for increased/improved services to target populations (educationally disadvantaged youth).

Sub-Action

Proposed Expenditures for this Action Step

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.

Title 1 Amount: 89,819		Description of Expense: Instructional Aide Salary

Action Step 6

Students to be Served by this Action Step

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

All Students

Action Step

Goal 1A#6 Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to inform instruction.

Sub-Action

Data Analysis may occur in the PLC process on common assessments

Data Analysis may be used to measure effectiveness of programs, ELOs, etc. Data can also be used for student placement and needs of the school.

Proposed Expenditures for this Action Step
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.

LCFF Amount:		Description of Expense:
17,214		School Testing Assistant Salary ($17,214)

Action Step 7

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

Foster and Homeless Youth

Action Step

Goal 1A#7 Coordinated Services: Provide supplementary services for foster youth and homeless youth. Coordinate services with district office resources for specific actions and services based to support specific needs.

Sub-Action

Santiago is currently beginning stages of the CA Collaborative/ Community Schools and will continue training to learn more to support the community and our families. Staff works to provide supports for students qualifying under Mckinney Vento and our Support providers work in conjunction with the emotional support of our students.

Proposed Expenditures for this Action Step
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.

Action Step 8

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

English Learners

Action Step

Goal 1B#1 Support for English Learners (EL) - English Language Development: Provide English Learners with an English Language Development program designed to meet their instructional needs. Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible to attain parity with native speakers of English and achieve the same rigorous standards that are expected of all native speakers of English. Implement the Board Approved plan to support English Learners and the preservation of heritage language.

Sub-Action

1 - Analyze, interpret, and use data to gather informative information on EL's which includes SBAC, ELPAC & AMAO(Annual Measurable Achievement Objectives), Benchmark exams, surveys
2 – Introduce and understand the ELD standards and the strategies best to support.
3 - Provide Literacy support and services for EL's, which may include in-class support, extended learning opportunities, and socio-emotional support as well.
4 – Attend EL Training and Initiatives
5 – Become familiar with strategies for supporting EL's (pacing and addendums)
6 - Participate in training on reclassification procedures for GGUSD and utilize an EL Progress Monitoring Tool for ELs and RFEPS not making progress.
7 - Staff will embed writing strategies in content areas and provide explicit feedback to students –mastery of standard English (district rubric). EL supports will be monitored in EL Progress Monitoring form.
8. Help English Learners understand steps and the process to reclassify and opportunities for support. Help parents of EL understand the process to reclassify and opportunities for support.

All staff will be trained in strategies to support the acquisition of academic language. Strategies may include: WICOR, Academic Language, Systematic ELD, Constructing Meaning, Thinking Maps, and a variety of CFU strategies.

Proposed Expenditures for this Action Step
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.

Action Step 9

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

English Learners

Action Step

Goal 1B#2 Support for Reclassified English Proficient Students: Maintain progress monitoring of RFEP students for a minimum of four years after students are reclassified. Provide guidance and protocols for teachers to report progress.

Sub-Action

1. Understand the current levels of students who have been re-classified and where academic support is still needed.
2. Understand and utilize an EL Progress Monitoring Tool for RFEPS not making progress.

Proposed Expenditures for this Action Step
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.

Action Step 10

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

English Learners

Action Step

Goal 1B#3 Writing Strategies: Support EL and RFEP students through the use of instructional strategies within the Effective Instruction framework. Train teachers to support EL and RFEP students with continued development of academic vocabulary and expressive language, both oral and written fluency and automaticity.

Sub-Action

1. Understand and utilize an EL Progress Monitoring tool for ELs and RFEPS who still require support in writing.
2. Offer extended day support for writing support for ELs and/or RFEPS who still need support.
3. Focus on writing strategies in trainings, staff meetings, and/or specific PLCs for support.

Proposed Expenditures for this Action Step
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.

Action Step 11

Students to be Served by this Action Step

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

All Students

Action Step

Goal1C#1 Self-Regulatory Programs: Implement programs focused on building self-regulatory skills/self-management, including study skills, goal-setting, time management, note-taking, CSGs, AVID/ WICOR strategies, CORE/BTSC focus, Early College Academy Supplies, and regulation and monitoring of learning strategies. These may also be during an ELO or class/program.

Sub-Action

Proposed Expenditures for this Action Step

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.

Title 1 Amount: 5,998		Description of Expense: STUDENT PLANNERS

Action Step 12

Students to be Served by this Action Step

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

All Students

Action Step

Goal 1C#2 Technology: Increase access and availability of technology (computers and technology tools), including the integration of instructional technology into classroom and training. Implement the key actions included within the District Technology Plan.

Sub-Action

Increase in Tech Assistant hours (extra duty) and/or extra personnel maintain.

Additional hardware, software, apps, and technology tools to support the integration of instructional technology in the classroom. All students issued school chromebook and continue building classroom sets of chromebooks.

Proposed Expenditures for this Action Step
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.

Title 1 Amount: 4,806		Description of Expense: Copier Maintenance agreements, KUTA software
LCFF Amount: 73,681		Description of Expense: Instructional Aide Salary ($47,843) Copier Maintenance agreements, 5-star software, Printer, Edlio website, Blooket software, Learn by Doing software, Follet software, Junior Library, Guild subscription, textbook tracker

Action Step 13

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

Goal 1C#3 Library Media Center: Upgrade or maintain library services and increase access to the library both during the school day and beyond the school day. Library support services include use of computers/technology and support staff. Enrich the library program through the purchase of supplemental materials and supplies and to support ELOs.

Action Step

1. Update materials, supplies, technology as needed for student use.

Sub-Action

Proposed Expenditures for this Action Step
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.

Section A: Goals, Action Steps & Proposed Expenditures

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

Goal 2

Personal Skills - All learners will develop the personal skills necessary to achieve academic and social goals.

Identified Need: (LEA/LCAP Goal)

According to the 2024 CA Schools Dashboard, the overall graduation rate for Santiago dropped 4.3% from previous year; English Learners declined by 6.6% and Students with Disabilities declined by 12%. Some EL and Students with Disabilities elect for a fifth year and their graduation will be counted after completion of a fifth year and reaching graduation status.

Annual Measurable Outcomes

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
2a. Attendance Rate	96.16%	93.60%	LCAP Goal: Improve
2a. Chronic Absenteeism	20.20%	16.10%	LCAP Goal: Improve
2a. Dropout Rate	5%	8.90%	LCAP Goal: Improve
2a. Graduation Rate	95.0%	90.70%	LCAP Goal: Improve
2a. Annual District Survey: Growth Mindset, Self-Efficacy, Expectations	3.94	3.92	LCAP Goal: Greater than or Equal to 3
2b. Annual District Survey: Social Awareness, Emotional Care, Sense of Belonging and School Connectedness	3.80	3.79	LCAP Goal: Greater than or Equal to 3
2b. Citizenship Grade	3.29	3.41	LCAP Goal: Improve
2c. Annual District Survey: Climate of Support for Academic Learning, Discipline and Norms, Safety, Facilities Maintenance	3.74	3.78	LCAP Goal: Greater than or Equal to 3

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
2c. Suspension Rate	3.20%		LCAP Goal: Greater than or Equal to 3.5%
2c. Expulsion Rate	0.05%		LCAP Goal: Greater than or Equal to 0.1%
2c. Survey (Parents): Student Climate Overall, Adult Climate Overall	3.98	4.12	LCAP Goal: Greater than or Equal to 3
2c. Staff Survey: Student Climate Overall, School Staff Climate Overall	4.31	4.19	LCAP Goal: Greater than or Equal to 3
2C: Stability Rate	89.00%	90.00%	LCAP Goal: Improve

Annual Title I Programs Review

SPSA Year Reviewed: 2023-2024

Goal 2 DATA ANALYSIS

As you review your Goal 2 data, consider your school's performance relative to the districtwide averages and previous year performance.

These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
Describe the overall implementation of the prior year action steps that supported Goal 2 (Were your strategies/activities fully implemented as planned?).	While Santiago's attendance rate did lower, our chronic absenteeism rate improved. Santiago administration and the attendance office worked diligently to try and meet with families with students experiencing attendance issues and start the SARB process. Health Assistants are hired to help in the health office to ensure students are healthy to remain at school and focus on academics. Graduation rates did decrease with the appearance of a higher drop out rate, however, some of this information could be related to students who transferred in as an English Learner and unable to reach the appropriate class to graduate, so students must continue their education on their own. In addition, some English Learners (who qualify) and some SPED students can sign up for a fifth year to reach graduation status. Santiago supports these students who required a different time table to graduate. In addition, Santiago continued to provide socio-emotional support and building up students resiliency in challenging situations. Our Cavalounge opened full time to students last year before school, during break/CAV Time, and lunch last year as well as, two designated days of Tranquil Tuesdays and Wellness Wednesday. ASPIRE social workers, therapists, counselors, and Project Kinship are available to support students' socio-emotional needs and to assist with self-regulation of feelings. Campus Safety Assistants are hired to provide extra coverage for student safety.

Using your conclusions based on the data for Goal 2, describe the overall effectiveness of the prior year action steps.	Santiago continues to provide socio-emotional support to students and guidance on making healthy choices. Supports are in place for students, as well as, supports for parents. Parent classes and meetings are provided to help parents learn about the high school system, how to support their student, and how to prepare for post-secondary transition. Community Liaisons are hired to ensure school, parent, and community engagement occurs. The CORE program continues to work with freshmen students to not only focus on academic skills, but to build personal skills and school engagement. Students were strongly encouraged to get involved in school outside of the classroom and Santiago works hard to nurture programs, clubs, extra-curricular activities, and sports for students. In addition, Campus safety assistants are hired to ensure a safe learning environment on campus for students. Bilingual Instructional aides are hired to support our English Language Learners and add to that sense of support in our learning environments.
Explain any prior year action steps that were not implemented as described (including differences between proposed expenditures and actual expenditures).	All steps of the action plan were implemented, however we did have some students who struggled to make positive choices academically, attending school consistently, and being engaged at school. Santiago continues to reach out to parents and students with available site and district resources to support our students. The support of a community schools coach and our community liaisons are a great support to work with our families.
Describe any changes that will be made to action steps to achieve this goal as a result of this analysis (new or refined programs, strategies, activities, etc.).	Santiago recently became a Community School and we hope to bridge more relationships with our families, parents, caregivers, students, and staff. In addition, we want students and families to understand that Santiago HS and GGUSD are safe places. Community Schools hopes to support our ELOs, CORE program, and increase parent engagement at the school.

Action Step 1

Students to be Served by this Action Step

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

All Students

Action Step

Goal 2A#1 Practices that Build Motivation: Foster a growth mindset in which students pursue academic challenges, believe in their ability to improve over time, and build/maintain resiliency towards achieving their goals. Build practices that support student motivation in classrooms and schools

Sub-Action

Implementation of PBIS through the "CAVS are.. " student engagement program. Build programs that support student resiliency and mindset. These may include CORE, SEL opportunities, Extended Learning Opportunities focused on SEL, Assemblies/ Guest Speakers, Project Kinship, ASPIRE therapists, field trips, sharing of student news, involvement in clubs and/or sports.

Proposed Expenditures for this Action Step

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.

Action Step 2

Students to be Served by this Action Step

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

All Students

Action Step

Goal 2A#2 Incentives: Use recognition, awards, and incentives. Student incentives must be reasonable, nominal, and educationally-related (Maximum of 1% of site LCFF budget).

Sub-Action

Students can be recognized as Cavaliers of the Week, Cavaliers of the Quarter, Certificates for Semester Honor Roll, Spin to Win, Monthly positive student recognition postcards, staff to staff recognition postcards, Student recognition on School Marquee, Sunday Newsletter, Website, and/or Social Media

End of Sports recognition, Senior Night Awards, Art Shows, Recognition of CTE Certificates, Dual Enrollment, Military/ JROTC awards ceremonies, Academic Decathlon, CSF, and NHS,

Proposed Expenditures for this Action Step
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.

Action Step 3

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2A#3 Secondary Credit Recovery: Maintain and increase programs that support the goal for all students to graduate from high school. Provide multiple opportunities for high school credit recovery (repeating courses in which a grade of "F" was initially earned). (Extended years-5th year, Credit Recovery, APEX)

Sub-Action

Proposed Expenditures for this Action Step
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.

Action Step 4

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2A#4 Attendance: Expand/refine programs that target attendance and truancy issues. Review date to identify needs and implement programs and strengthen partnerships that support attendance rates. Utilize and adhere to the SARB process to provide early intervention for at-risk students. Promote attendance through parent notification of policy and procedures.

Sub-Action

Students who have habitual tardies and/or truancies are referred to SARB/TRC.
-Identified students meet with AP and/or counselor and possibly case manager
-Barriers are identified, counseling and or consequence is determined

- Project Kinship/ Counseling Aspire for students to help students come to school

Students who have habitual tardies and/or truancies

- Each tardy equals a detention. Students encouraged to attend Detention to focus on Santiago Scholarly Habits and/or In House Suspension to avoid Saturday School. As an incentive for academic support, students can clear detentions by attention tutoring/ academic support as well.
- 5 unserved detentions equal a Saturday School
- Continual tardies will progress to attendance in In-House if not attending Saturday School and parent meetings
- SARB contracts and referrals for support (Project Kinship, outside resource, ASPIRE therapists, Homework Club)

Truancies

- Home Visits
- Saturday School
- Phone calls home to parents
- SARB Process
- Parent meetings
- OCS/ In-house suspension

Positive Interventions

- Students may be recognized with spinning the Cavs Are wheel, student improvement (Cavs of the Week), etc
- Added attendance goals for classes
- IEP Attendance goals

Use of Personnel (Community Outreach/ Community Liaisons) to assist in home contacts, engaging parents and students with school. Health Assistants to ensure students are cared for to be at school (extra duty)

Proposed Expenditures for this Action Step
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.

Action Step 5

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2B#1 Support Services/Counseling/Mental Health: Maintain programs to support the well-being of students and families and ensure that schools are safe places. Provide clinical counseling services and socioemotional supports for students, including support through school-based counseling service providers. Support objectives related to the coordination of mental health services and train staff in the Youth Mental Health First Aid (YMHFA) training program. Additional SEL services and support can occur during visits to our Cavalounge "Wellness Center," Living Wellness Series, mentoring, and extended SEL/Enrichment services for students.

Sub-Action

Additional Counseling Support for students/parents
-Project Kinship
-ASPIRE Social Worked Based Counseling and services
-Outside Referrals/ ERMH
-College Boost supports all students with college advising and application support
- Extended day SEL/ Enrichment opportunities to help students de-stress (mindfulness, yoga, Clay Play, etc)

--Social Restorative Circles for students and parents
--Social Connections for students (Cavaleaders as mentors to other students)

Proposed Expenditures for this Action Step
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.

Title 1 Amount: 24,044		Description of Expense: Health Assistant Salary ($24,044)
LCFF Amount: 19,729		Description of Expense: Health Assistant Salary ($19,729)

Action Step 6

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2B#2 School Connectedness: Provide more opportunities and increased access for students to be involved and engaged in school at all levels (clubs, sports, programs, school activities, etc.)

Sub-Action

1. CTE and Career focused clubs and partnerships.
-United Way field trip sponsorship
-United Way student internships
- Industry Guest Speakers
- Community Involvement

College and career focused field trips available to all students. Career and College professional guest speakers. College boost mentors

Club Rush & club lists, Lunch-time Activities, Freshmen Bridge/ early start to learn about Santiago.

Sports try-outs, announcements of sporting events, and results. JROTC competitions, results, and awards

Social Media and daily announcements of opportunities, Sunday newsletter focused on upcoming events and opportunities are shared with all staff, parents, and students

Academic Recognition of students and/or academic clubs (Academic Decathlon, etc).

Proposed Expenditures for this Action Step
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.

LCFF Amount: 2855		Description of Expense: Drawstring bags (incentives),

Action Step 7

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2B#3 Anti-Bullying/Internet Safety: Develop strong bullying/cyberbullying prevention program across the district at all levels and educate all stakeholders, including proactive programs.

Sub-Action

Student support will include:
Assemblies
Teacher led activities
PBIS implementation
Outside agency support
Other Programs- OC Human Relations/ Impact (Bridges), ADL/No Place For Hate, etc
CAVS are expectations set- beginning of year and 2nd semester for review

Proposed Expenditures for this Action Step
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.

Action Step 8

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2B#4 Substance Abuse Prevention/Asset Development: Address risks associated with substance abuse through prevention programs. Resources include the district-adopted substance abuse prevention programs and partnerships with community agencies.

Sub-Action

Red Ribbon Week
PBIS
Informational Assemblies
Student Activities
Group Counseling/Mindfulness

FNL
TUPE
Project Kinship
Health Class Curriculum, Guest speakers

Proposed Expenditures for this Action Step
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.

Action Step 9

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2C#1 Welcoming Climate - Building Relationships with students, parents, and staff.

Sub-Action

Designated staff may provide informal meeting in English, Spanish, and Vietnamese on the following topics:
AVID Parent Meetings, College Information Night, PSAT Scores, A-G Requirements, Financial Aid/Scholarships, Re-Classification, 40 Dev. Assets, Incoming 9th grade Parent nights, Back-To-School Night, and Open House, 10 Commandments, Parent Project/ interests, Parent Social Circles (socio-emotional support) with counselors/social workers, and/or Community Schools Meetings

Designated staff will use media available to maintain a seamless line of communication with parents, students and the community regarding school academics activities, opportunities, etc. (Parent Square, social Media, Flyers, Newsletters, Marquee.)

Community Liaisons will make personal phone calls to invite parents to participate in parent education offerings, activities, special events, etc.

Parent graduation from designated parent education events as culminating activity. Other parent activities may include Coffee and Pastries with the Principal.

School to work with booster groups and alumni association to fundraise for scholarships.

Parent training on Aeries parent portal or other school/ district related topics of need.

Proposed Expenditures for this Action Step
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.

Title 1 Amount: 24,174		Description of Expense: School Community Liaison Salary ($24,174)
LCFF Amount: 79,794		Description of Expense: School Community Liaison Salaries ($79,794)

Action Step 10

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2C#2 Parent Community Outreach: Ensure that parents/guardians are provided multiple opportunities to increase involvement and engagement in student learning through a strong home-school-community partnership. Outreach services facilitate parent involvement and parent education programs. Interpretation/translation services, childcare, and transportation are provided when necessary.

Sub-Action

School administration will work in conjunction with district Parent and Community Outreach office to host additional meetings on campus. Topics may include but are not limited to: Internet Safety, Drug Awareness, Career Explorations, Risky Behavior, Academic Excellence, Scholarship applications, Digital Literacy and Cyberbullying, Socio-emotional support for students/families, Re-Classification for English Learners, or fun family events.

10 Educational Commandments: Training will be offered for the purpose of implementing the program at the school site.

- Teams may be created at the school site to provide parents with the opportunity to meet a variety of staff members who may offer multiple perspectives.
- Training will be offered for parents and staff to incorporate parents into the school-team model.

40 Developmental Assets -

- Training will be offered for the purpose of implementing the program at the school site.
- Determine how the 40 Developmental Assets program will be coordinated with existing parent education programs, such as 10 Education Commandments.
- Promote the new parent program and begin implementation during the school year.

Community Outreach Meetings
- Parents and staff will attend meetings based on parent-driven topics of interest.
- Parents and staff will share the information with their principal, staff, and other parents.
- Schools may host site based Community Outreach Meetings, modeled after the district Community Outreach Meeting

Boys and Girls Club Partnership
- Students attend the Boys and Girls Club after school program and receive homework assistance on a daily basis, as well as participate in enrichment programs.
- The principal will collaborate with the site coordinator to align the after school program with the regular school day.
- Parents are invited to family night events.
- Funding provided by the After School Education and Safety (ASES) grant and district in-kind support.

Try to build possible Parent Booster Clubs for various programs on campus

Parent Involvement in Community Schools and other parent meetings, such as Coffee and Pastries with the Principal or District events such as Parent Leadership Academy. Lunch on the Lawn for families to join during lunch time with a students introduced in 2024-2025. CAV Closet is a resource for families to contribute to (supplies, organization) but also a resource for clothing for students/families.

Proposed Expenditures for this Action Step
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.

Title 1 Amount:		Description of Expense:
3,958		1% Parent Ed Set-Aside

Action Step 11
Students to be Served by this Action Step

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

All Students

Action Step

Goal 2C#3 Home-School Communication: Keep all stakeholders engaged and informed and implement communication guidelines to facilitate internal and external communication processes. All staff check e-mail twice daily and respond before the end of the following business day. Regularly communicate with parents.

Sub-Action

The school will regularly communicate through a variety of methods including mail, Email, Parent Square, Parent Portal(Grades), School Website, Social Media(Instagram), and weekly Sunday digital newsletter.

Proposed Expenditures for this Action Step

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.

Action Step 12

Students to be Served by this Action Step

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

All Students

Action Step

Goal 2C#4 Facilities Maintenance: Ensure that schools and other district facilities are clean and well-maintained (Site-LCFF)

Sub-Action

Monthly campus walk-through meetings with Plant Manager to discuss and organize upkeep.

Monthly campus safety inspection and documentation completed and filed.

Room cleanliness inspections performed by evening custodial lead. Verify all furniture is accessible for students, staff, and families

Proposed Expenditures for this Action Step

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.

LCFF Amount: 190		Description of Expense: Convex safety mirror and mounting kit

Action Step 13

Students to be Served by this Action Step

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

All Students

Action Step

Goal 2C#5 Campus Safety: Ensure campus safety via ongoing analysis and adjustment of safety protocols. Maintain a strong collaborative relationship with local law enforcement and community-based agencies, including regular meetings of the Safety Partnership Committee to discuss topics related to health, safety, and wellness. The school has a Comprehensive School Safety Plan on file, which encompasses Goal 2B, Goal 2C and the Emergency Operations Plan.

Sub-Action

Five campus safety assistants have overlapping schedules that begin at 7:30 am and end at 4:30 pm.

Santiago has a School Resource Officer assigned to our campus

Proposed Expenditures for this Action Step

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.

LCFF Amount: 44,003		Description of Expense: Campus Safety Assistant Salary ($41,336) DATA CABLES FOR CAMERA, NETWORK CAMERAS

Action Step 14

Students to be Served by this Action Step

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

All Students

Action Step

Goal 2C#6 Discipline and Rules: Review the implementation of consistent discipline procedures, systems of positive behavior intervention programs, and systems of support for students identified through early warning indicators.

Sub-Action

Proposed Expenditures for this Action Step
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.

Action Step 15

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2C#7 Partnerships: Maintain partnerships with community agencies and support providers for the benefit of collective impact to support the needs of students in the Garden Grove Unified School District

Sub-Action

Partnerships may include Orange County Department of Education, Boys and Girls Club, OC Human Relations/ Bridges, ADL/ No Place for Hate, Project Kinship, College Boost, ASPIRE, BE Well Team, GRIP Officer Presentation, Club of Science Recycling Program, and other possibilities to support the school and community (Community Fair).

Proposed Expenditures for this Action Step
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.

Action Step 16

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 2C#8 Training for All Staff: Provide on-site coaching, support, and training opportunities for all employees (including adminstrators, certificated and classified employees). Evaluate needs, survey staff, and plan for professional development that serves to increase employee skills and overall professional capital.

Sub-Action

Proposed Expenditures for this Action Step

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.

Section A: Goals, Action Steps & Proposed Expenditures

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

Goal 3

Lifelong Success - All learners will be prepared for lifelong success in their intended career path.

Identified Need: (LEA/LCAP Goal)

According to the 2024 CA Dashboard, 48.8% of students overall were considered College Ready. A gap is seen with English Learners who were at 20.7% ready and Long Term English Learners were at 22.2%

Annual Measurable Outcomes

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
3a. a-g Rates	57.5%	56.10%	LCAP Goal: Maintain/Improve
3a. Early Academic Progress (EAP) -EAP College Readiness Rates (4 on the SBAC): ELA and Math -EAP Conditionally- Ready Rates (3 on the SBAC): ELA and Math	College Readiness ELA: 27% College Readiness Math: 30.8% Conditionally Ready ELA: 6% Conditionally Ready Math: 16.8%	SBAC ELA 4 College Readiness: 22.42% SBAC Math 4 College Readiness: 8.33% Conditionally Ready SBAC Math 3: 14.86% Conditionally Ready SBAC ELA 3: 28.48%	LCAP Goal: Maintain/Improve
3a. PSAT Exams	TBD	Read/Write: 413 Math: 427 Total Score: 840	PSAT LCAP Goal: Maintain/Improve

Metric/Indicator	Baseline Year: 2022-2023	Actual Outcome Year: 2023-2024	Expected Outcome
3a. SAT Exams	NA	Read/Write: NR Math: NR Total Score: NR	SAT LCAP Goal: Total Score – Maintain/Improve SAT LCAP Goal: Critical Reading/Writing: (>or = 480) SAT LCAP Goal: Math: (>or = 530)
3a. Advanced Placement	Number of AP Students: 411 Number of Exams: 749 AP Pass Rate: 53% Average Score: 2.7	Number of AP Students: 439 Number of Exams: 804 AP Pass Rate: 0.55 Average Score: 2.7	LCAP Goal: Maintain/Improve
3b. College Enrollment Rates -Overall postsecondary enrollment -At 4-Year College or University -At 2-Year College	Overall postsecondary enrollment: 67.04% At 4-Year College or University: 31.85% At 2-Year College: 34.30%	Overall postsecondary enrollment: 72% At 4-Year College or University: 34% At 2-Year College: 38%	LCAP Goal: Maintain/Improve
3b. Persistence Rate (Freshman to Sophomore persistence) -Overall -At 4-Year College or University -At 2-Year College	Overall: 92% 4-Year: 86% 2-Year: 93%	Overall: 78% 4-Year: 90% 2-Year: 68%	LCAP Goal: Maintain/Improve
3b. Future Educational Goals (Annual Survey Grades 3-12)	2-Year Degree: 11% 4-Year Degree: 39% Adv. Degree: 28%	2-Year Degree: 11% 4-Year Degree: 39% Adv. Degree: 28%	LCAP Goal: Maintain/Improve

Annual Title I Programs Review

SPSA Year Reviewed: 2023-2024

Goal 3 DATA ANALYSIS

As you review your Goal 3 data, consider your school's performance relative to the districtwide averages and previous year performance.

These may require reviewing data from previous years or accessing additional data. Respond to the following key questions:

Key Questions	Analysis
Describe the overall implementation of the prior year action steps that supported Goal 3 (Were your strategies/activities fully implemented as planned?).	Santiago experienced a decrease in ELA and Math readiness from the 11th grade SBAC scores. For seniors, we saw a slight decrease in graduation rates and A-G rates, we did see an increase overall in students in AP scores and post-secondary rates. It does appear students who went to a 4 year university persisted stronger than students at a 2 year college after the freshmen year. Santiago continues to work with students through the CCGI program identifying student interests, provide opportunities to become college/career ready with academic support and exposure with CTE pathways. ELOs focused on College Boost, school-wide WICOR strategies are utilized, ELOS for academic and Socio-emotional skills, and programs to engage students continued during the 23-24 and the 24-25 school year. Early College Academy students continue with graduating seniors having the opportunity to earn college credits, some up to 40 college credits. CTE classes and pathways are continued as Santiago, with some students receiving either dual enrollment credit or certification in a certain area of study. Support is provided to students for AP testing, graduation application, and financial aid support for students. Financial Literacy workshops are set up for students near the end of the year.
Using your conclusions based on the data for Goal 3, describe the overall effectiveness of the prior year action steps.	Santiago will continue to work with students on persistence and resiliency for students in challenging situations. Counselors and teachers will work with students to encourage A-G classes. Admin and counselors work to provide transcript audits for A-G

	review. Counselors and case carriers work with students who can be provided a fifth year to meet graduation status. Field trips to encourage students to consider college and enrichment field trips occurred more last year and during 23-24 and the 24-25 school year. Santiago continues to focus upon engagement in school between clubs, activities, ELOs, programs, or sports. All have shown improvement for our students. Early College Academy, CTE classes and pathways, and AP classes are showing positive results with students earning college credit via classes, AP tests, or pathways earned. Discussions on best practices in grading and collaboration continued to be reviewed at Santiago. Santiago re-earned its AVID National Demonstration School Status and AVID School-wide during the 23-24 school year and continues to provide support for teachers and students. Students with an IEP can also work with adult mentors in the Workability Program. College Boost Tutors and mentors continue to work with our seniors as they plan for post-secondary endeavors. AVID Field trips, college field trips, and CTE field trips allow students opportunities to learn about post-secondary options.
Explain any prior year action steps that were not implemented as described (including differences between proposed expenditures and actual expenditures).	Santiago will continue to evaluate its strategies to reach all students. During the 23-24 and 24-25 school year, the PSAT was only offered free to juniors across GGUSD as most colleges/ universities have suspended SAT testing. No prior scores are used to make a comparison.
Describe any changes that will be made to action steps to achieve this goal as a result of this analysis (new or refined programs, strategies, activities, etc.).	Santiago worked on identifying a school-wide agreement of RIGOR/ Productive Struggle during the 24-25 school year. Instructional Leadership Team walks began in the Spring 23-24 and continued during the Fall and Spring of the 24-25 school year with a focus on Productive Struggle. Discussions on WICOR strategies in daily lessons, collaboration, analyzing data to guide instruction, and RIGOR/ Productive struggle will continue for 25-26.

Action Step 1

Students to be Served by this Action Step

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

All Students

Action Step

Goal 3A#1 College/Career Events: Maintain a focus on a college-going culture in all grades K-12 and expose students to various college and career options/pathways.

Sub-Action

Staff promotes field-trips to universities when available (subs, COVID restrictions). Field trips are provided to support CTE Career exploration and partnerships. College T-shirt day on Mondays. Partnerships with 3 local community colleges to help register students.

Guests speakers promote college going &/or career opportunities through yearly assemblies/meetings. College Signing Day focused on at lunch usually in April or May.

Maintain AVID National Demonstration site status.
AVID personnel will attend AVID National Convention yearly as financially feasible. Host demo visits as requested.

Develop pathways for 4 year and 2 year colleges and universities with an emphasis on career success (CTE pathways). Focus on students with IEPS to see opportunities in 2 year universities and a growth mindset to participate.

Continue Dual Enrollment with Santa Ana College with a new cohort of students each year (Early College Academy & CTE pathways) while allowing students to participate in CTE, AP courses, and ECA opportunities.

Extended day and possible weekends for College Boost. Promotion of College on Marque, announcements, and Sunday Newsletter.

Simon Scholarships and Girls Inc offer Internships and monthly college workshops for students.

Proposed Expenditures for this Action Step
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.

Action Step 2

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 3A#2 Student Mentoring: Implement student mentoring programs to support college/career readiness goals and District Goals 1C, 2A, 2B, and 2C.

Sub-Action

AMiddle school AVID Excel 7-8students are transitioned into AVID 9

CAValeaders & SEL Committee develops positive relationships between current students and incoming 9th grade students. Some CAValeaders work with our CORE freshmen in Core Mondays during CAV Time.

College Outreach opportunities when universities visits and meets with students. College Boost Mentors (often former students) available to support 11th and 12th grade students on applications, financial aide, and answer questions about college.

A school wide student mentoring program will be established.

- Specific students will be mentored by school employees based on identified need.

* Student panels/ guest speakers/ former students (Rho Kappa, State Seal of Civic Engagement, CSF, AVID, Dual enrollment, and CTE college/career).

Dual enrollment (Early College Academy) students receive support from administration, site specific school counselor, teacher of records, and SAC instructor and counselor. CTE Dual enrollment and pathways are emphasized for students as college/career options.

Visits to/from all 3 Local Community Colleges for students interested in attending 2 year college and for CTE/ECA students. Use of Workability Program/Class for some students with an IEP. Promotion of field trip to SAC for students with an IEP.

Santiago will continue exploring supports and advertising for CTE/Career Pathways

Proposed Expenditures for this Action Step

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.

Action Step 3

Students to be Served by this Action Step

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

All Students

Action Step

Goal 3A#3 (Secondary Focus) College/Career Ready Students and A-G Focus: Maintain a goal for all students to complete a-g subject requirements (courses required for minimum eligibility to enroll in a four year university). Students will be placed in appropriate courses based on their needs/abilities and will be provided open access to honors and AP courses.

Sub-Action

Counselors use district placement recommendations and placement matrix as well as collaborate with middle school and departments for placement.

All students meet individually with their counselor and/or AVID teacher to develop their 4-year plan. A school-wide student goal setting document is used, and revised annually.
* Components will include data review, individual goal setting aligned with district goals, and recognition of student progress.
* Additional class options to meet A-G requirements will be reviewed as well.
* A-G Posters available in each classroom.
* Students with an IEP in RSP, M/M and/or M/S program will work with Case Manager and guidance on possibilities of course for 4 or 2 year college and/or career pathway, CTE Pathways, job applications, and/or continued adult school support. Focus will continue on students accessing more A-G electives/ opportunities.

Extended Learning Opportunities for APEX (D-Validation), Credit Recovery, and tutoring will continue to support College/Career Reading students and A-G Focus.

Alternative opportunities for students to take credits if they have a full schedule- Lincoln Education, College (Access Original Credit) Community College, etc

Proposed Expenditures for this Action Step
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.

LCFF Amount:		Description of Expense:
385		$385 NATIONAL HONOR SOCIETY

Action Step 4

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 3A#4 (Secondary Focus) Course Rigor and Advanced Placement (AP): Ensure equitable and open access to Advanced Placement courses, including the consideration of AP Potential for course placement. Identify and schedule the type of AP courses to best meet needs and abilities of students and place them in the master schedule.

Sub-Action

Teachers attending AP specific training

Develop AP intervention and support plan to increase AP success.

Review PSAT scores for AP potential students. Create Bridge/ AP Boot Camps (ELOs) and motivational opportunities for students.

Proposed Expenditures for this Action Step
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.

Action Step 5

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 3A#5 (Secondary Focus) College Entrance and Readiness: Facilitate preparation for college entrance exams, including availability for students to take the PSAT in 10th (optional) and 11th grade and AVID students. If applicable in the future due to recent changes from colleges: Offer SAT Preparation courses to all 11th grade students (at a reduced rate) and promote free online SAT preparation as past practice (when SAT testing resumes).

Sub-Action

All students have the opportunity to take the PSAT - all 11th grade students. Optional for pay from students- 10th grade or 9th grade students.

College Readiness can be reviewed through College Board.

Proposed Expenditures for this Action Step
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.

Action Step 6

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 3B#1 Student Tracker: Use the Student Tracker for High School service through the National Student Clearinghouse to monitor our graduates annually as provided by the district.

Sub-Action

Analyze student tracker to monitor and advise future graduates of UC/CSU schools

Proposed Expenditures for this Action Step
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.

Action Step 7

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 3B#2 College Career Pathways/Options: Provide opportunities (such as college field trips, visits from college representatives. field trips promoting careers) for students to be exposed to various college and career options. Making connections for students through hands-on learning and real world application. Continue to build and develop college/university partnerships and programs to support college readiness and college-going culture.

Sub-Action

College Nights at Site and District level to support students and parents. CCGI is continued from 7-12 grade every year.

College Boosts, AVID, Job Fairs, Roadmaps to Success via District, Guest Speakers, Military Recruiters, visits to colleges, etc.

Continue support of Early College Academy and College/Career Technology experiences (ECA and CTE).

Continued support to expose students to real world experiences for career exploration.

Proposed Expenditures for this Action Step
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.

Action Step 8

Students to be Served by this Action Step
(Identify either All Students or one or more specific student groups)

All Students

Action Step

Goal 3B#3 Alumni Engagement: Provide opportunities for alumni engagement and alumni outreach.

Sub-Action

Santiago Alumni support our students through a variety of activies:

- Annual Alumni Picnic
- Fundraising at school activities (ex: Wintermas craft fair)
- Alumni scholarships
- Alumni department grants
- Alumni Athletic Events
- Alumni Speaker panels
- Alumni AVID Tutors/ student teachers & teachers/ staff who are "home grown" and give back to support Santiago
- Alumni helps support our CAV Closet
- Alumni helps spirit days, such as Homecoming

Proposed Expenditures for this Action Step

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.

Section B: Parent and Family Engagement

Title I, Part A School Parent and Family Engagement Policy

School Site: Santiago High School

2.0 With approval from the local governing board, [School Name] has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Our school has jointly developed with and distributes to parents a School Parent and Family Engagement Policy and School Plan for Student Achievement (SPSA) that the school and parents agree on. These plans are reviewed at various parent meetings (i.e. ELAC, SSC) and is available for all parents upon request. Our school involves parents s in the process in an organized, ongoing, and timely way. Our school notifies parents about the School Parent and Family Engagement Policy in an understandable format and when practicable, distributes this policy to parents in a language the parents can understand. The school makes the School Parent and Engagement Policy available to the local community, by placing it on the school's website and through the front office. As part of our annual process of developing the School Plan for Student Achievement (SPSA), our school Parent and Engagement Policy is reviewed and updated as necessary to meet the changing needs of parents and the school. It is also shared at the annual Title I meeting and on-line for annual registration.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Santiago High School school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Santiago convenes an annual meeting to inform and distribute to parents the School Parent and Family Engagement Policy and information about school programs, including their chiild's and/or school's participation in school programs: the requirement of the school's programs; and the parent's rights to be involved. Our annual meeting is held approximately September/October each year. On-going information is shared at various meetings throughout the year which may include Back to School Night, Open House, ELAC, SSC, Sunday newsletter, and parent educational meetings.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Our school provides parents opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. Our school holds a flexible number of meetings at varying times, and may be able to offer transportation, childcare, and/or home visits, paid for with Title I or other funding as long as services are related to parental involvement. ELAC meetings are held Quarterly, SSC are held almost monthly, and parent education opportunities occur at different times and dates through the year. Some parent education opportunities take place at night and some take place during the day to provide options for parents.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Our school has jointly developed with and distributes to parents a School Parent and Family Engagement Policy and School Plan for Student Achievement (SPSA) that the school and parents agree on. These plans are reviewed at various parent meetings (i.e. ELAC, SSC) and is available for all parents upon request. Our school involves parents at these meetings in the process in an organized, ongoing, and timely way. Our school notifies parents about the School Parent and Family Engagement Policy in an understandable format and when practicable, distributes this policy to parents in a language the parents can understand. The school makes the School Parent and Engagement Policy available to the local community, by placing it on the school's website and through the front office. As part of our annual process of developing the School Plan for Student Achievement (SPSA), our school Parent and Engagement Policy is reviewed and updated as necessary to meet the changing needs of parents and the school.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Santiago convenes an annual meeting to inform and distribute to parents the School Parent and Family Engagement Policy and information about school programs, including their chiild's and/or school's participation in school programs: the requirement of the school's programs; and the parent's rights to be involved. Our annual meeting is held approximately September/October each year. Parents are invited by Parent Square abou the agenda and purpose of the meeting. On-going information is shared at various meetings throughout the year which may include Back to School Night, Open House, ELAC, SSC, Sunday newsletter, the school website, and parent educational meetings.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Santiago provides parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Santiago, with the assistance of the district, provides assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards; b) the State's student academic achievement standards; c). the state and local academic assessments including alternative assessments; d) requirement of Title I. e). how to monitor the child's progress; and f). how to work with educators. These opportunities are shared with parents through Back to School Nights and parent-teacher conferences, on our school's webpage, and possible at other committee meetings (SSC, ELAC).

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

Our school provides parents opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. Our school holds a flexible number of meetings at varying times, and may be able to offer transportation, childcare, and/or home visits, paid for with Title I or other funding as long as services are related to parental involvement. ELAC meetings are held Quarterly, SSC are held almost monthly, and parent education opportunities occur at different times and dates through the year. Parent education opportunities take place at night and/or during the day to provide options for parents. Santiago is a Community School which involves parents, students, and staff with various meetings.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Santiago submits to the district Office of K-12 Educational Services any parent comments if the SPSA is not satisfactory to parents.

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child’s progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Santiago provides parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Santiago, with the assistance of the district, provides assistance to parents of children served by the school in understanding topics such as the following: the State's academic content standards; b) the State's student academic achievement standards; c). the state and local academic assessments including alternative assessments; d) requirement of Title I. e). how to monitor the child's progress by Aeries Parent Portal, progress/ grading reports, and parent meetings; and f). how to work with educators. These opportunities are shared with parents through Back to School Nights and parent-teacher conferences, on our school's webpage, and possible at other committee meetings (SSC, ELAC). Target assistance in extended learning opportunities for Academic support are also shared with parents.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

The school will provide materials and training as needs arise in the areas of (but not limited to) how to communicate with school personnel, safe use of technology, bullying prevention, mental wellness, understanding the school system, and how to read the Aeries parent portal.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Santiago works with personnel and school leaders to engage with students and families for bridging communication, relationships and building ties with our parents and community through meetings (IEPs, SSTs, parent/teacher meetings, etc) and special night events (Back to School Night, Open House, WASC, AVID Parent Night, ELAC, SSC, Community Schools meetings, sporting events, performances, etc). Communication between staff and families can occur in-person, by zoom, phone call, email and other (parent Square).

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Santiago will continue to strongly encourage parent involvement in all avenues related to school activities and coordinate with the use of Federal, State, and local programs to support activities. Santiago understands and values parent involvement and support in the education of their students. Parent Education is supported by Federal and State funds and some local programs are available district-wide or at schools. Family Resource Centers are available in trustee areas and Santiago is next to Clinton

Resource Center for our families. Community Schools is a strategy that requires all stakeholders to be participants in the conversation.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

In accordance with California Education Code (EC) Section 48985, all notices that are sent to parents about meetings and activities are translated in the language other than English when that primary language constitutes 15 percent or more of the students enrolled in our school.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Santiago works with personnel and school leaders to engage with students and families for bridging communication, relationships and building ties with our parents and community through meetings (IEPs, SSTs, parent/teacher meetings, etc) and special night events (Back to School Night, Open House, WASC, ELAC, SSC, sporting events, performances, etc). Communication between staff and families can occur in-person, by zoom, phone call, email and other (parent Square).

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Santiago High School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

In accordance with California Education Code (EC) Section 48985, all notices that are sent to parents about meetings and activities are translated in the language other than English when that primary language constitutes 15 percent or more of the students enrolled in our school. In addition, all school facilities are ADA-compliant.

X Our school's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs.

Date Parent and Family Engagement Policy was approved by SSC 10/23/24

Date Parent and Family Engagement Policy was approved by ELAC

Date Parent and Family Engagement Policy was distributed to all parents (e.g. data confirmation, Parent Square message) April 2025

Christine Pijl

Name and Title of Site Principal

Title I, Part A School-Parent Compact

As a component of the school-level parent and family engagement policy developed under ESSA Section 1116(b), each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards (ESSA Section 1116[d]).

Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    A. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    B. Frequent reports to parents on their children's progress;
    C. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
    D. Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand (ESSA Section 1116[d][1-2]).

Our school distributes to parents of Title I students a school-parent compact. The compact, which is jointly developed with parents, outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. The compact addresses all of the legally required items, as well as other items suggested by parents of Title I students.

Date compact was approved by SSC

Date compact was approved by ELAC

Date compact was distributed to all parents, staff, and students (e.g data confirmation, Parent Square message)

Comprehensive School Safety Plan

The development of a comprehensive school safety plan is mandated by California Education Code 32280. This mandate, which was established by Senate Bill 187 and amended by Assembly Bill 1747, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a safety plan relevant to the needs and resources of the school. Safety, in terms of these plans includes aspects of social, emotional, AND physical safety for both youth and adults at our schools.

State law requires that plans:

- evaluate crime levels on school campuses and at school functions;
- identify strategies, programs, and procedures to address multiple safety concerns and;
- provide role and responsibility guidelines for mental health professionals and counselors, community professionals, and law enforcement officers, including SROs.

The list of hazards districts must address is extensive and includes dress codes, child abuse reporting, and natural disasters. AB 1747 adds a requirement that schools outline procedures for responding to an active shooter situation

Our school Comprehensive Safety Plan has been developed and reviewed and revised annually as necessary in accordance with the requirements of California Education Code Sections 32280-32289.

Date Comprehensive School Safety Plan was approved by SSC

Please upload a copy of the "**Disaster Plan Update and Verification**" page and the "**Incident Command System Annual Update**" page to DTS.

Section C: Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Federal Categorical Funds Provided to the School (Title I)	$395,797
Total State Categorical Funds Provided to the School (LCFF)	$452516
Total Categorical Funds Allocated to Meet the Goals in the SPSA	$848,313

Summary of Expenditures

SCHOOL GOAL 1A-1C	
TITLE I	160,684
SITE-LCFF	143,000

SCHOOL GOAL 2A-2C	
TITLE I	52,176
SITE-LCFF	146,571

SCHOOL GOAL 3A-3B	
SITE-LCFF	385

Total Allocation	
TITLE I	395,797
SITE-LCFF	452516

Total Expenditures	
TITLE I	212,860
SITE-LCFF	289,956

Balance	
TITLE I	182,937
SITE-LCFF	162,560

SECTION D: 2025-2026 CAPITAL OUTLAY AND EQUIPMENT

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D) / Action Step Category	Quantity (E)	Total Cost (F)	K-12 ED SVS NOTES (G)
	Chromebook/ laptop Charging carts	Title I	Goal 1C# 2. Technology	3	15,000 total	
	Xerox or Risograph	Title I	Goal 1C# 2. Technology	1	13,000 total	

2025-2026 CAPITAL OUTLAY AND EQUIPMENT MODIFICATIONS

State Object Expenditure (4400 or 6400 or 6200 WAN) (A)	Description of item expenditure (B)	Funding Source (Title I) (C)	Justification in terms of student or program need. State Action Step used to support purchase. (refer to your action steps) (D) / Action Step Category	Quantity (E)	Total Cost (F)	K-12 ED SVS NOTES (G)

SECTION D: TSI, ATSI, CSI, and EQUITY MULTIPLIER EXPENDITURES

TSI Expenditures

ATSI Expenditures

CSI Expenditures

Equity Multiplier Expenditures

	GARDEN GROVE UNIFIED SCHOOL DISTRICT
Grant Allocation	
Proposed Cost	
Available Balance	0

How was input gathered from your educational partners (i.e., staff members, parents, students)?

Item Requested	**Justification**	**Quantity**	**Total Cost**	**K-12 Ed Services**		**Office of Elementary/Secondary Education**		
	Action Step Category			**Approved**	**Notes**	**Approved**	**Notes**	**K-12 Ed Svs Notes**

FOR DISTRICT OFFICE USE ONLY	
K-12 Ed Services and Office of Elementary/Secondary Education, please check this box and click save data when you are ready to grant full approval.	
K-12 Ed Services	**Office of Elementary/Secondary Education**

SECTION D: CATEGORICAL PERSONNEL

Title of Position (Currently in place)	% FTE	Funding Source		Justification for categorical positions
INSTRUCTIONAL AIDE-B TITLE I	37.5%	Title I	XSite LCFF	Goal 1A #5
INST AIDE - B LEP BIL SPANISH	37.5%	XTitle I	Site LCFF	Goal 1A #5
INST AIDE - B LEP BIL SPANISH	37.5%	XTitle I	Site LCFF	Goal 1A #5
SCH COMM LIAISON WKR BIL VIET	43.75%	XTitle I	Site LCFF	Goal 2C #1
SCH COMM LIAISON WKR BIL SPAN	87.5%	Title I	XSite LCFF	Goal 2C #1
SCH COMM LIAISON WKR BIL SPAN	43.75	Title I	XSite LCFF	Goal 2C #1
SCH COMM LIAISON WKR BIL SPAN	43.75%	Title I	XSite LCFF	Goal 2C #1
COMMUNITY SPECIALIST I	43.75	Title I	XSite LCFF	Goal 2C #1
HEALTH ASSISTANT	43.75%	XTitle I	Site LCFF	Goal 2B #1
HEALTH ASSISTANT	43.75%	Title I	XSite LCFF	Goal 2B #1
SCHOOL TESTING ASSISTANT	32.813%	Title I	XSite LCFF	Goal 1A #6
CAMPUS SAFETY ASSISTANT	32.813%	Title I	XSite LCFF	Goal 2C #5
CAMPUS SAFETY ASSISTANT	43.75%	Title I	XSite LCFF	Goal 2C #5
INST. AIDE- B LEP BIL VIETNAMESE	37.5%	XTitle I	Site LCFF	goal 1A #5
INST. AIDE- B LEP BIL VIETNAMESE	37.5%	XTitle I	Site LCFF	goal 1A #5
Part-Time (split funding with BGHS) for TSS1 (add't)	50%	Title I	XSite LCFF	Goal 1C #2
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	

Title of Position (Possible Requests)	% FTE	Funding Source		Justification for categorical positions
		Title I	Site LCFF	

Title of Position (Possible Requests)	% FTE	Funding Source		Justification for categorical positions
AVID Tutors/ RS Center		XTitle I	Site LCFF	Goal 1C#1
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	
		Title I	Site LCFF	

*The type and number of categorical positions will change according to needs and budget. This figure reflects what will be in place for the current school year. Adjustments will be made to these figures as needs arise.

Approximate Categorical Personnel Costs

Position	Funding Source	Justification (Goal Alignment)
Campus Safety Aide (CSA)	LCFF	Goal 2C #5: Campus Safety
Health Assistant	Title I LCFF	Goal 2B #1: Support Services/Counseling/Mental Health
Instructional Aide(IA)	Title I LCFF	Goal 1A #5: Instructional Support for Students
Instructional Aide(IA)-Bilingual Spanish or Vietnamese	Title I LCFF	Goal 1B #1: Support for English Learners- English Language Development
Library Media Technician	LCFF	Goal 1C #3: Library Media Center
School Community Liaison (SCL) Spanish or Vietnamese	Title I LCFF	Goal 2C #1: Welcoming Climate: Building Relationships with students, parents, & staff
School Office Clerk	LCFF	Goal 2C #1: Welcoming Climate: Building Relationships with students, parents, & staff
School Testing Assistant	LCFF	Goal 1A #6: Assessment and Data Analysis
Tech Support Specialist (TSS)	LCFF	Goal 1C #2:Technology

Approximate Personnel Costs

Hours per week	Hours per day	%FTE
40 hours	8 hrs	100%
30 hours	6 hrs	75%
20 hours	4 hrs	50%
17.5 hours	3.5 hrs	43.75%
15 hours	3 hrs	37.5%
8 hours	--	20%
7.5 hours	1.5 hrs	18.75%
6 hours	--	15%
5 hours	1 hr	12.5%
3.5 hours	--	8.75%

3 hours	--	7.5%
2.5 hours	30 min	6.25%

SECTION D: Prop 28 Arts and Music 2025-26 Budget

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The annual school site allocation is determined by the state of California and based on total enrollment and the number of students eligible for Free or Reduced Price Meals (FRPM). In August, 20% of site budgets were allocated for schools to spend on materials and supplies for the 23-24 and 24-25 school year. GGUSD's request for the 23-24 waiver has been approved. As a result, the 80% minimum staffing mandate for that school year's funding has allowed for the flexibility in using the allocated funds for both staffing and materials and supplies.

School Site:	Santiago High School

Estimated Costs with Benefits Calculations:
Teacher hourly (extra duty): $85 Average Classified hourly (extra duty): $35

Staffing Allocation

Description	Amount
*Total Prop. 28 AMS Funds for Staffing (23-24)	0

Staffing Expenditures

Object	Description	Expenditures
1XXX, 2XXX, 3XXX	Staffing (23-24 Allocation)	0

Staffing Balance

0

Description of staffing expenditures:

Materials, Supplies, and Services Allocation

Description	Amount
Total Prop. 28 AMS Funds for Materials, Supplies, and Services (23-24)	$68,956.13
*Total Prop. 28 AMS Funds for Materials, Supplies, Services, and/or Staffing (23-24 Staffing)	$264,878
Total Prop. 28 AMS Funds for Materials, Supplies, and Services (24-25)	$63,026.40
Total Materials, Supplies, Services, and/or Staffing (23-24 and 24-25)	$396,860.53

*23-24 Waiver allows site to move funds from staffing to materials and supplies

Materials, Supplies, and Services Expenditures

Object	Description	Expenditures
4xxx	Materials & Supplies (23-24 and 24-25)	$166,259
5xxx	Services & Other Operating Expenses (23-24 and 24-25)	$129,917

Balance

$100,684.53

Description of expenditures for instructional materials (e.g. professional development, supplies, instructional technology, services):

Dry clean band uniforms, Portable drawing table, markers, aprons, sketch pad board, watercolor paper, paint brushes, pencil sharpener, Aluminum Caliper, printer, printer ink, bass bag, bass string set, cello string sets, viola string sets, violin string sets, wireless microphone system, paint, gesso, watercolor paper, art tissue, markers, color pencils, pens, clay, wire, printing ink set, Paint brushes, chamois, easels, yarn, canvas, aprons, leather paint markers, sketch board, storage shelves, storage boxes, bay light, wire hooks, folding chairs, Slab roller, Reeds, books, violin tuner, Music instrument bow, Kiln single phase volt, kiln shelf, Sibelius Ultimate + Photo score and Notate Me Ultimate + Audioscore Ultimate SOFTWARE, Pyware 3D Professional Drill Design Software, Cello Case, Cello Endpin Anchor, Synthetic Slide Grease, Cork Grease, Bass Endpin Rest, Work light, extension cords, IMACS (art), view board, Printer ink, dry erase markers, dry erase eraser, sharpies, 20 Foot container for Drama, 10 Reams of white paper, clipboard, 8 oz white board cleaner, filler paper,. Button Badge parts, silk screen dryer, painter tape, 4 took hobby combo with cutter,Online resources Abracadabra scores, tresona music licensing, Portable PA System, drum set cart, mallets, snare sticks, drumsticks, swizzle sticks, drumheads microphone bundles, metronome, cymbal arm, lifecasting starter kit, forton starter kit, blood kit, wound kit, zombie kit, rebound, super seal pack, soma foama, free form sculpt, free form detailer, dragon skin, alien clay, clay soft case, artist mixing palette with spatual, make up brush set and holder, synwax, fixative A, Memory cards, art lens, shooting grip, mirrorless camera, 4 person podcasting kit,Extension cords. Surge protectors , Ringsaw, accessory kit, blades, face shield, grinder, lap conversion kit, polishing disc, Loom, Thread, soldering iron, torch, Acetylene, compressed air, iron worker, hazmat, Geometric solids, model magic, paint stamps, Glue sticks, glue gel, sharpies, color pencils, white board cleaner, dry erase markers rubber bands, Clay, matboard, clipboards, keyboard and keyboard stand, Memory card, Nickel Alloy spool and sheets, Printed flags, super swing, genesis flags, flag poles, electrical tape, samurai sabre tip, pole caps, band gloves, stainless steel blades, Violin shoulder rest, viola shouler rest, microphone cable, patch cable, gas drum, drum stand, Violin strings, viola strings, Ultimate Band Drill Book license, PROVIDE AND INSTALL SOUNDPROOFING ON WALLS (OBJECT 6200 AMOUNT $13,850 LISTED IN 5xxx ABOVE SO, INSULATE AND SOUNDPROOF 2 DOOR INFILLS.CHORAL TRACKS FULL CHOIR MEMBERSHIP - 1 YEAR PLUS40, Bass bow and cello bow, camera, drying rack, various play scripts, mirrors and installation (object 6200 amount listed in 5XXX above $6,300) install sink in art room, furnish and install new wood floor in dance room 503 (object 6200 amount listed in 5XXX above $33,339), provide modifications to room 503 for dance room conversion project (object 6200 amount listed in 5XXX above $38,400), PROVIDE AND INSTALL PROJECTOR AND UPGRADED SOUND SYSTEM IN COMPUTER LAB (object 6200 amount listed in 5XXX $18,993)

SECTION D: WASC Goals

WASC Schoolwide Learner Outcomes

Santiago High School will provide our diverse student body with an equitable education. Students at Santiago are held to high expectations of academic achievement and citizenship. Students engage with multiple opportunities to be successful through rigorous, standards-based curriculum, diverse and inclusive extra-curricular programs, and comprehensive academic and socio-emotional support.

WASC Critical Learner Schoolwide Needs

WASC Goal No.	WASC Goal	SPSA Goal No.
startcollapse		
1	Departments will define rigorous critical thinking within each curricular area and create lessons & assessments that utilize higher level thinking in the classroom to increase student achievement.	Goal 1A 1-2
2	Teachers should facilitate learning as coaches, including differentiation & removing scaffolds to increase student productive struggle and encourage academic discourse.	Goal 1A 1-2
3	In addition... WASC recommended we continue our on-going efforts in * Proving additional opportunities for parent involvement onsite to increase parent engagement. (Goal 2 #8-9) * Use of PLC & collaborative time to analyze data, measure student success based on formative/ summative assessment results and plan re-teaching opportunities for students. In addition, course-alikes should align grading rubrics and grading practices. (Goal 1A 1-3) * Regularly monitor the effectiveness of CAV-Time to support student growth in skills and/ or improvement (Goal 1A 2) * Continue to find a way to connect all students to an anchor in the school-a club, sport, a staff member to better assure student success, etc. (Goal 2A 1-2, 5-6, 9, 15) * Continue to be responsive to student needs and use student feedback to inform decisions made on campus. (Overall Goals 1-3)	Goal 1-3

SCHOOL COMMITTEES

School Site Council and Advisory Committee documentation are due by May 5, 2023.

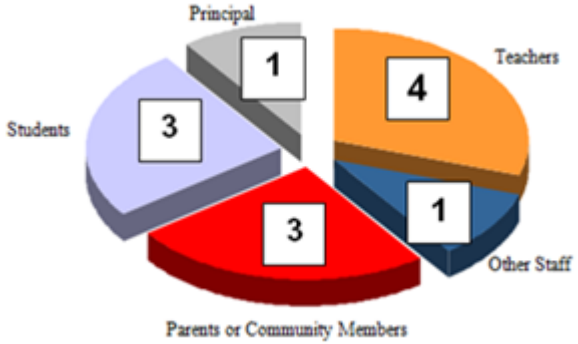
Please submit the School Plan for Student Achievement information to DTS with SSC meeting minutes to document committee requirements including:

- **SSC: Voting process and results, SPSA approval, review of roles and responsibilities.**

SECTION E: ESTABLISHMENT OF THE SCHOOL SITE COUNCIL (SSC)
*RECORDS MUST BE RETAINED FOR 3 YEARS

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of students and parents or other community members selected by parents. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012). The Council must have at least 10 members at elementary sites and 12 members at secondary sites.

Composition of a Secondary School Site Council



Describe each of the following steps in the establishment of the school site council (Education Code Section 52012). Note that replacement of school site council members must be through peer selection, not appointment, unless the replacement is for the remainder of the school year.

a. Peer selection process: The council shall be composed of the principal and representatives of teachers selected by the school, other school personnel selected by other personnel at the school, parents of pupils attending the school selected by such parents, and in the secondary school, pupils selected by pupils attending the school. The peer selection process may include:

1. Ballot By Mail: In a letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with all students for parents to vote. Parents from last year's SSC handle this process and count the ballots.
2. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians to vote. Parents from last year's SSC count the ballots.

b. Members' terms of office: Members will serve one- or two-year terms.

c. Procedure for replacing a member:

The procedure for replacing a member shall be pre-determined. Recommended procedures include:

1. Mid-year elections may be held.
2. Members are replaced using a peer selection process.
3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER

MUST MATCH NAMES ON PLAN APPROVAL PAGE

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

MINIMUM SECONDARY COMPOSITION

STAFF MEMBERS (5)	
	Principal
1.	Christina Pijl
	Teachers
2.	Kelli Kuberski
3.	Jeanne Wu/
4.	Amanda Newcomb/ Nicole Doone
5.	Jennifer Ballard/ Maricela Montes
	Other Staff
6.	Julie Forsythe

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Gabriela Gonzalez
2.	Gabriela Barajas
3.	Maria Martinez
	Students
4.	Isaiahs Rayo
5.	Celine Calles, Phoebe Samson
6.	Dat Vo

HOW WERE NOMINATIONS MADE?			DATE
1.	**Teachers**	Paper or Electronic Ballot	08/20/2024 03:00 pm
2.	**Other Staff**	Paper or Electronic Ballot	09/13/2024 04:00 pm
3.	**Parents**	Paper or Electronic Ballot	08/30/2024 08:00 pm

HOW DID VOTING OCCUR?			DATE
1.	**Teachers**	Paper or Electronic Ballot	08/20/2024 04:00 pm
2.	**Other Staff**	Paper or Electronic Ballot	09/13/2024 04:00 pm
3.	**Parents**	Paper or Electronic Ballot	09/05/2024 08:00 pm

Please note: Evidence including nomination and voting ballots must be retained at school site for 3 years.

SCHOOL COMMITTEES

School Site Council and Advisory Committee documentation are due by May 5, 2023.

Please submit the School Plan for Student Achievement information/to DTS with SSC/ELAC meeting minutes to document committee requirements including:

- **ELAC: Membership process, membership voted in (no ballots required), selection of DELAC representative and review of roles and responsibilities**

Please note: Evidence including all nomination ballots, voting ballots, and tally sheets must be retained at school site for 3 years.

SECTION E: ESTABLISHMENT OF THE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)
*RECORDS MUST BE RETAINED FOR 3 YEARS

Each school with 21 or more English learners (EL) in attendance, regardless of language, must form a functioning English Learner Advisory Committee (ELAC) or subcommittee of an existing advisory committee. Education Code (EC) 62002.5 establishes the regulations that govern the ELAC.

Composition of English Learner Advisory Committee **COMPOSITION REQUIREMENTS** The percentage of parents of English learners on the committee must be the same or greater than the percentage of English learners at the school. There is no guidance that dictates the size of the committee, but should be of adequate size to fairly represent the population of English learners attending the school.	**Describe each of the following steps in the establishment of the English Learner Advisory Committee (Education Code Section 62002.5).** **a. Voting Process by parents of English learners:** An election is held in which all parents of English learners have an opportunity to vote and in which the parents or guardians of English learners elect the members of the committee. The peer selection process may include: 1. Ballot By Mail: In the letter, we include a form for self-nomination. After all the nominations have been received, a ballot is sent home with each English learner for parents to vote. Parents from last year's ELAC handle this process and count the ballots. 2. Voice Vote: In the letter, we encourage all parents and school personnel to attend a meeting where information about ELAC will be provided and elections will be held at the school site. At this meeting, nominations are taken from the floor for ELAC membership and would be elected at that time by voice vote of parents and guardians of English learners. The required percentage of parents of English learners depends on the number of English learners at your school. 3. Back To School Night Election: In the letter, we include a form for self-nomination. After all the nominations have been received, parents and school personnel are informed that the election will be held prior to Back To School Night, stating the date and time. Ballots are prepared and a voting station set up for parents and guardians of English learners to vote. Parents from last year's ELAC count the ballots. **b. Members' terms of office:** Members will serve one- or two-year terms. **c. Procedure for replacing a member:** The procedure for replacing a member shall be pre-determined. Recommended procedures include: 1. Mid-year elections may be held. 2. Members are replaced using a peer selection process. 3. Volunteers may be asked to complete the year, a replacement will be appointed, and elections will be held in October of the following school year.

2025-26 SPSA: Santiago High School
SECTION E: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) ROSTER

A school with 21 or more English Learners must have a functioning English Learner Advisory Committee (ELAC). The percentage of parents of English Learners serving on ELAC should be at least equal to or larger than the percentage of English Learners in the school. The principal will serve as an ex-officio, non-voting member.

STAFF AND PARENTS OF FEP/EO STUDENTS*	
1.	Carolina Herrera
2.	Gabriela Barajas
3.	Carla Rodriguez
4.	
5.	
6.	
7.	

NAME OF PARENTS OF EL STUDENT/S		NAME OF THEIR EL STUDENT/S	STUDENT'S EL STATUS (E.G. EL, RFEP, EO)
1.	Luz Marcelo	Maria Jose Claudio	EL
2.	Maria Delgado	Baruc Delgado Jimenez	EL
3.	Lucia Romero	Gustavo Romero	EL
4.	Fabriola Rodriguez	Noah Dominguez	EL
5.	Maricela Castro Garcia	Alondra Daniel,	EL
6.	Gabriela Lohmann	Gabriel Lohmann	EL
7.	Eric Lohmann	Gabriel Lohmann	EL

There is no guidance to dictate the size of the committee. Recommended minimum size: 5 parents of ELs

# of Parents of English Learners on ELAC	÷	Total # of ELAC members	=	% of Parents of ELs serving on ELAC	≥	% of EL students at the school
7	÷	10	=	70	≥	33.1%

* Membership of teachers, other staff, and parents of FEP/EO is not required and not excluded. Any interested person may be nominated for ELAC, but must be voted onto the committee by parents of English Learners.

DELAC REPRESENTATIVE (Must be parent of an English Learner)	WHAT DATE WAS TRAINING PROVIDED TO ELAC MEMBERS ON ELAC RESPONSIBILITIES? INCLUDE MINUTES.
Maria Delgado, Gabriela Lohmann, Eric Lohmann	9/10/24 and 9/12/24

HOW WERE NOMINATIONS MADE?	DATE		HOW DID VOTING OCCUR?	DATE
Paper or Electronic Ballot	09/19/2024 11:00 am		Paper or Electronic Ballot	09/20/2024 06:00 pm

SECTION F: PLAN APPROVAL PAGE

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school district assures "that school site councils have developed and approved a plan, to be known as the School Plan for Student Achievement, for schools participating in programs funded through the consolidated application process, and any other school program they choose to include."
3. School plans must be developed "with review, certification, and advice of any applicable school advisory committees." The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check all those that apply):

X	English Learner Advisory Committee
	Community Advisory Committee (CAC) for Special Education Programs
	Gifted and Talented Education Program Advisory Committee
	Other ELAC referred decision making to SSC.: e.g., School Safety Planning Committee, District/School
X	Leadership Team (DSLT)

4. Any plans required by programs funded through the consolidated application must be consolidated into a single plan.
5. The content of the plan must be aligned with school goals for improving student achievement.
6. The school site council reviewed the content requirements for school plans of programs in this School Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
7. The plan must address how Consolidation Application funds will be used to improve the academic performance of all pupils to the level of the performance goals.
8. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council."
9. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated goals to improve student academic achievement. School goals must be based upon "an analysis of assessment data and the English Language Development test, and may include any data voluntarily developed by districts to measure pupil achievement."
10. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

This school plan was adopted by the school site council at a public meeting on: 04/23/2025

SECTION F: RECOMMENDATIONS AND ASSURANCES

The signatures below verify that the respective chairpersons, classified person, and administrator have accepted the responsibility for the following assurances:

- Councils/Committees have been formed in accordance with the procedures established by the programs.
- A list of members of each school-level council/committee is available at the school.
- Members of the ELAC, the teachers, and the classified persons at the school have had the opportunity to be involved in planning, implementing, and evaluating the programs.
- The SSC has developed the plan and approved the budget.
- Councils/Committees have been informed that the intent of supplemental funds is to improve academic achievement for students.
- The School-Parent Compact and School Parent Involvement Policy have been developed.
- The SSC concurs that the district may apply for any waivers necessary to implement appropriate supplemental programs to support the district's goals using categorical funds.

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Christina Pijl		
Teachers	Kelli Kuberski		
Teachers	Jeanne Wu/		
Teachers	Amanda Newcomb/ Nicole Doone		
Other Staff	Julie Forsythe		
Parents/Community Members	Gabriela Gonzalez		
Parents/Community Members	Gabriela Barajas		
Parents/Community Members	Maria Martinez		
Parents/Community Members			
Parents/Community Members			
Student	Isaiahs Rayo		
Student	Celine Calles		
Student	Phoebe Samson		
Student	Dat Vo		

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Title I Annual Review

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

- Describe the overall implementation of the prior year action steps that supported Goal 1 (Were your strategies/activities fully implemented as planned?).
- Using your conclusions based on the data for Goal 1, describe the overall effectiveness of the prior year action steps.
- Explain any prior year action steps that were not implemented as described (including differences between proposed expenditures and actual expenditures).

- Describe any changes that will be made to action steps to achieve this goal as a result of this analysis (new or refined programs, strategies, activities, etc.).

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

GARDEN GROVE UNIFIED SCHOOL DISTRICT
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Gabriela Mafi, Ed. D.
Superintendent

Christina Pijl	Heriberto Olive	Marci Pena	Huy Tran
Principal	Asst. Principal	Asst. Principal	Asst. Principal

English Language Advisory Committee (ELAC)
Agenda

February 13, 2025, Room 101
Start Time: 9:00 AM-10:45 AM

Members Present: Lucia Romero (ELAC VP-parent of Gustavo Romero), Maria Delgado (parent of Baruc Delgado Jimenez), Maricela Castro (ELAC Secretary/ parent of Christopher Castro), Fabiola Rodriguez (Noah Dominguez), Eric and Gabriela Lohmann (ELAC President/ parents of Gabriel Lohmann), Luz Marcelo (parent of Maria Jose Cladio), Martha Esparza (community liaison), Natalie Nguyen (community liaison), Huy Tran (Asst. Principal), Heriberto Olive (Asst. Principal), and Christina Pijl (Principal).

I. Call to Order
Ms. Pijl called the meeting to order at 9:05 AM.

II. Introductions and Attendance
Approval of Minutes from 12-10-24. Mrs. Pijl allowed the parents to revisit the minutes from the last ELAC meeting. No additions/revisions were made. Minutes stand as is.

Parents shared concerns regarding messaging students are receiving to miss school to part of demonstrations.

III. Data - Graduation Rates, A-G Rates, CA Dashboard
Ms. Pijl shared graduation rates by subgroup and explained the different pathways to graduation. She then explained the A-G rates and students' different postsecondary pathways. Afterwards, Ms. Pijl shared CA Dashboard data and progress in all the dashboard categories and subgroups from 2023-24 and how our current 11th graders will impact the scores this year.

IV. Attendance Policy
Dr. Olive shared our attendance policy and how we use our A2A system to track student attendance students and provide interventions including the SARB process. Parents discussed in small groups with other how to improve student engagement and attendance and then shared their thoughts to the whole group.

1. Parents suggested when you receive a call from attendance, speak to your student about what happened.
2. Parents asked how students are marked in attendance if they walk out and what are the consequences?
3. Parents also shared that communication from the school and students is crucial to work in partnership to help improve student attendance and engagement.

V. School Plan of Student Achievement (SPSA)

a. Parent and Family Involvement Policy- Mrs. Pijl shared the Parent and Family Involvement Policy as approved by SSC for the 2025-2026 school year. Parents reviewed it for possible suggestions for SSC. Mrs. Lohman brought forth suggestion for parent engagement and to help support ELAC.

b. School Compact
ELAC members went up through the school compact with the members and allowed them the opportunity to revise and provide suggestions for SSC. Mr. Lohman stated that he appreciated that he likes that all stakeholders had input into the development of the school compact.

VI. ELPAC Testing- ELPAC testing dates were reviewed and explained that most testing had been completed.

VII. Future Meetings and School Events were shared.

VIII. Adjournment at 10:45. Parents requested if they could remain in the ELAC room to discuss any help needed from the ELAC President.

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Gabriela Mafi, Ed.D.
Superintendent

Christina Pijl	Heriberto Olive	Marci Pena	Huy Tran
Principal	Asst. Principal	Asst. Principal	Asst. Principal

English Language Advisory Committee (ELAC)
Agenda
April 2, 2025

Members Present:

I. Call to Order
   a. Dr. Olive called the meeting to order at 9 AM.

II. Introductions and Attendance
   a. Approval of Minutes from February 13, 2025
      i. Dr. Olive started with staff introductions, introducing Dr. Tran, Mrs. Esparza, and himself. He went over the purpose of today's meeting, and we would review the reclassification criteria and celebrate our students who had reclassified.
      ii. A vote was taken, and the parents voted to approve the minutes from 2/13/2025 with no adjustments.

III. Reclassification and Celebrations
   a. Dr. Olive and Dr. Tran presented reclassification certificates to students who reclassified and were present at the meeting.

IV. Seal of Biliteracy
   a. Dr. Olive went over the seal of biliteracy and how students are recognized for it during their senior year, as well as its importance and how this is represented on their high school diploma.

V. Parent Strategic Plan Survey
   a. Dr. Olive reviewed the parent strategic plan survey and emphasized the importance of parents completing and submitting it as soon as possible.

VI. Community Schools Update
   a. Dr. Olive gave Community School an update and provided information about the resource fair held at Santiago in March.

VII. Upcoming Events
   a. Dr. Olive presented all the important upcoming events we have planned for the remainder of the school year. This included parent classes, SBAC, and AP testing

schedules. He also discussed important dates for our Senior students and their families to be aware of.

i. Parent Classes
ii. 40 Developmental Assets
iii. April 9

iv. Testing
v. SBAC- April 18, 21, 22, 24, 25
vi. AP- May 5-16, 2025

VIII. Adjournment at 11 AM.

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Principal	Asst. Principal	Asst. Principal	Asst. Principal

English Language Advisory Committee (ELAC)
Agenda

February 13, 2025, Room 101
Start Time: 9:00 AM-10:45 AM

Members Present: Lucia Romero (ELAC VP-parent of Gustavo Romero), Maria Delgado (parent of Baruc Delgado Jimenez), Maricela Castro (ELAC Secretary/ parent of Christopher Castro), Fabiola Rodriguez (Noah Dominguez), Eric and Gabriela Lohmann (ELAC President/ parents of Gabriel Lohmann), Luz Marcelo (parent of Maria Jose Cladio), Martha Esparza (community liaison), Natalie Nguyen (community liaison), Huy Tran (Asst. Principal), Heriberto Olive (Asst. Principal), and Christina Pijl (Principal).

I. Call to Order
Ms. Pijl called the meeting to order at 9:05 AM.

II. Introductions and Attendance
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Parents shared concerns regarding messaging students are receiving to miss school to part of demonstrations.

III. Data - Graduation Rates, A-G Rates, CA Dashboard
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Dr. Olive shared our attendance policy and how we use our A2A system to track student attendance students and provide interventions including the SARB process. Parents discussed in small groups with other how to improve student engagement and attendance and then shared their thoughts to the whole group.

1. Parents suggested when you receive a call from attendance, speak to your student about what happened.
2. Parents asked how students are marked in attendance if they walk out and what are the consequences?
3. Parents also shared that communication from the school and students is crucial to work in partnership to help improve student attendance and engagement.

V. School Plan of Student Achievement (SPSA)

a. Parent and Family Involvement Policy- Mrs. Pijl shared the Parent and Family Involvement Policy as approved by SSC for the 2025-2026 school year. Parents reviewed it for possible suggestions for SSC. Mrs. Lohman brought forth suggestion for parent engagement and to help support ELAC.

b. School Compact
ELAC members went up through the school compact with the members and allowed them the opportunity to revise and provide suggestions for SSC. Mr. Lohman stated that he appreciated that he likes that all stakeholders had input into the development of the school compact.

VI. ELPAC Testing- ELPAC testing dates were reviewed and explained that most testing had been completed.

VII. Future Meetings and School Events were shared.

VIII. Adjournment at 10:45. Parents requested if they could remain in the ELAC room to discuss any help needed from the ELAC President.

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In attendance:
9/10/24- Luz Marcelo (parent), Maria Delgado (parent), Carolina Herrere (Community member), Mrs. Pijl (Principal), Dr. Olive (Asst. Principal), Dr. Tran (Asst. Principal), Nicole Doone (Community Schools Coach), Martha Esparza (Community Liaison), and Natalie Nguyen (Community Liaison)

9/19/24- Gaby Barajas (parent), Lucia Romero (parent), FAbiola Rodriguez (parent), Maricela Castro Garcia (parent), Gabriela Lohmann (parent), Eric Lohmann (parent), Mrs. Pijl (Principal), Dr. Olive (Asst. Principal), Dr. Tran (Asst. Principal), Nicole Doone (Community Schools Coach), Martha Esparza (Community Liaison), Natalie Nguyen (Community Liaison), and Graciela Abrego (Community Liason

School Safety and English Language Advisory Committee (ELAC) Meeting Agenda
September 10, 2024 & September 19, 2024

1. Welcome and Introductions
   a. Approval of Minutes from March 13, 2024
      i. Mrs. Pijl began the meeting, and Dr. Olive, Dr. Tran, Ms. Doone, Natalie Nguyen, and Mrs. Esparza introduced themselves.

2. What is ELAC/DELAC
   a. Responsibilities of being an ELAC member/ DELAC representative
      i. Mrs. Pijl talked about the roles and responsibilities of the president for ELAC and said that if any parent is interested in participating, please let us know at the end of the meeting.
   b. DELAC meeting dates
   c. Procedures for nominating and electing parent members was discussed. Election for all committee members will be sent out to all parents of English Learners via Parent Square.
      i. President
      ii. Vice-President
      iii. Secretary
      iv. DELAC Representative- 5 parents volunteered and their names will be forwarded to the district.
      v. The parents in September 19, 2024 self-nominated themselves and were elected by hand vote for Secretary (Maricela Castro Garcia), Vice President (Lucia Romero) and President (Gabriela Lohmann).

3. Community Schools

a. Ms. Doone discussed what is offered as a community school and the priorities we offer at Santiago.
    i. Before and after-school programs were discussed, and 52 teachers participated in this last year to help our students academically.
    ii. School-Based Mental Health awareness is another priority that Community Schools are focusing on to help the families in our community.
b. Parents were informed that there is a parent survey about what events and workshops we would like to have here at Santiago.

4. Recent Data
    a. Information about English Learners and how they are tested in 4 domains: listening, speaking, reading, and writing.
    b. Mrs. Pijl went over the data for Santiago and how the EL student population is performing in comparison to other schools in the district.
        i. It was noted that EL students struggled in reading and writing. However, EL students tend to do better in the listening and speaking portions of the ELPAC.

5. EL Support
    a. EL support at Santiago was discussed as students progressed toward a Core English language Arts class (ELD Basics, ELD A, ELD B, and ELD C).
        i. A student must be at ELD C for graduation in Garden Grove Unified School District, with the ultimate goal of getting our EL students into a core English Language Arts class.

6. Parent Education Opportunities and Events
    a. Dr. Tran talked about the different parent education opportunities offered at Santiago throughout the year.
        i. The parent education opportunities discussed were Ten Commandments of Education, 40 developmental assets for students, college night, financial aid night, and parent awareness by topics.
        ii. Parents were told that we were going to look at when Doig Intermediate would be having their parent education classes and some days may change.
        iii. Dr. Tran let parents know that the quarter benchmarks would be occurring on October 8 and 10.
        iv. The PSAT exam will be occurring on October 9 and will be taken by our juniors.
        v. In October and November, our counselors will be working with our Seniors on College applications and College Boost.

7. Tutoring and Extended Learning Opportunities
    a. Ms. Doone informed parents about the library and what opportunities are available for students in the morning and the afternoon.

8. Comprehensive School Plan- Dr. Olive (9/10/24 & 9/19/24) and Mrs. Pijl (9/14/24) reviewed the entire Comprehensive School Plan and its components including the School Safety plan.

9. School Safety- The School Safety plan with Staff leads (Incident Command) was discussed with parents. IN addition, time was spent discussing Reunification expectations.

10. Parent Interests- Parent completed the Needs Assessments survey and had the opportunity to share parent interests for upcoming ELAC and/or parent opportunities.

11. Future ELAC Meeting Dates were shared with families.

12. Adjournment-the meeting ended at 10:40 (10/10/24) and 10:45 (10/19/24)

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Principal	Asst. Principal	Asst. Principal	Asst. Principal

English Language Advisory Committee (ELAC)
Agenda

December 10, 2024, Room 207
Start Time: 9:00 AM-11:00AM

Members Present: Maricela Madriz (parent), Vu Anh Thi Tran (parent), Carla Rodriguez (parent), Bertha Lopez (parent), Maricela Castro (parent), Ilsi M. Perez (parent), Lilia Loaoza (parent), Pedro Munoz (parent), Danna Romero (parent), Gabriela Lohmann (parent), Martha Esparza (community liaison), Natalie Nguyen (community liaison), Huy Tran (Asst. Principal), Heriberto Olive (Asst. Principal), and Christina Pijl (Principal).

I. Call to Order
   a. Mrs. Pijl called the meeting to order at 9:05 AM.

II. Introductions and Attendance
   a. Approval of Minutes from 9-10-24 and 9-19-24
      i. Mrs. Pijl allowed the parents to revisit the minutes from the last ELAC meeting. No additions/revisions were made. Minutes stand as is.

III. Recognition of New Members, President, DELAC
   a. Mrs. Pijl made introductions to the ELAC cabinet (president, vice-president, and secretary). She also helped introduce the DELAC members and notified the group of what DELAC is and what it does.

IV. SPSA Delegation to School Site Council
   a. Mrs. Pijl discussed the Single School Plan of Student Achievement and its components with members of ELAC. Discussion was open.
   b. ELAC members voted to delegate its responsibilities to SSC for up to two years. No one opposed it. 12/10/26

V. Attendance
   a. Dr. Olive shared the attendance expectations and the process for clearing tardies when students are late to class. He then spoke about our A2A attendance tracking system and the chronic absenteeism data showing that absenteeism has increased after COVID-19. Dr. Olive then shared a sample of an Aeries student attendance screen with all the attendance codes and how parents can excuse and clear absences.

VI. Reclassification Process
   a. Dr. Olive reviewed how students are identified as English Learners and the process and requirements (e.g., ELPAC, DWA scores) to reclassify them as English Proficient

students. Online resources to support students with ELPAC and SBAC were presented along with samples of online practice tests. A parent asked if the practice tests can be saved and progress can be monitored (Dr. Olive will follow up with the answer).

VII. Seal of Biliteracy
   a. Dr. Olive described the Seal of Biliteracy recognition and how students can meet the requirements for the seal on their diploma.

VIII. DELAC Report and Parent Input
   a. DELAC parent members were asked to share any information from their last meeting. Ms. Lohmann shared the importance of parent involvement and her experience with her children.

IX. Parent Involvement
   a. Dr. Olive and Ms. Pijl shared opportunities for parent involvement/ resources and classes at Garden Grove Adult Education and Family Resource Center.

X. Reclassified Celebrations
   a. The ELAC parents, guests, and administration recognized students' accomplishments in being reclassified and the process taken for achievement. Pictures were taken to celebrate this milestone.

XI. Future Meetings

XII. Adjournment
   a. The meeting was called to end at 10:30 AM.

Santiago School Site Council Meeting
Agenda

February 19, 2025

3:30 pm Santiago High School/ Room 101

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
	2. ***Parent Involvement Policy***
	3. ***Home-School Compact***
☑	**4.** Parent Education Opportunities
	5. Uniform Complaint Procedures
☑	**6.** Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
☑	**10A.** SPSA Development (***Action Steps***)
☑	**10B.** SPSA Budget (***Action Steps***)
	10C. **SPSA** Review/Approval (***Complete Plan***)
?	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
	13. Attendance (importance of)*

I. **Welcome and Introductions**:

II. **Call to Order: 3:34pm - Wu**

III. **Roll Call of Members: Wu, Ballard, Vo, Martinez, Gonzalez, Rayo, Samson, Calles, Pijl, Forsythe, Newcomb, Montes, Barajas**

IV. **Approval of December 4, 2024 minutes: Moved Newcomb, 2nd Wu/ Carried: 13-Yes, 0-No**

V. **Call for Additions/Deletions of Agenda Items: None**

VI. **Public Comment: None**

VII. **Legal Requirements:**

A. SPSA & Data

i. Final Review of School & Student Performance Data/ Data Analysis on SPSA for approval – **Went over final edits and approved, Moved Samson, 2nd Calles/ Carried: 13-Yes, 0-No**

ii. Final Review of Action Plan Goal 1 for approval (disc. 12.04.25) – **Went over final edits and approved, Moved Samson, 2nd Calles/ Carried: 13-Yes, 0-No**

iii. Preliminary Title I And LCFF Budgets for 2025-2026 for approval – **Went over in depth and approved, Moved Ballard, 2nd Gonzalez/ Carried: 13-Yes, 0-No**

iv. Begin Action Plan Goal 2 (1st half)- Time permitted (**Tabled for next meeting**)

B. Santiago & District Parent Involvement Opportunities

i. Feb. 20- 8th Parent Info Night & Open House (flyer) – **Passed out flyer**

ii. Feb. 21-Parent Social Circle- Safeguarding our Families- Know your Rights" (flyer) – **Passed out flyer**

iii. Feb. 25, 2025- SSC Special Meeting- FMP Audit @ TBD 2:30/ 3:30 Room 101 – **Announced special meeting for next week**

iv. March 1, 2025- Community Resource Fun Fair from 9:00am-1:00 pm

v. March 11, 2025- Santiago Alumni Mtg @ 6pm in Room 101

C. Extended Learning Opportunities at Santiago

i. Library-

ii. College Boosts hours

iii. Target Assistance- Hare students returning

D. Upcoming events

i. Feb 3-13- ELPAC Testing

ii. Feb 28- Spring Choir Concert @ Don Wash @ 6:30 pm

iii. March 4- AVID 10 College Visit @ USC and CSUDH

iv. March 6-7 SCSBOA Instrumental Festivals
v. March 6- Physics Day at Knotts Berry Farm
vi. March 7- ASB Mid-Year Conference Bolsa Grande HS
vii. March 8- GGUSD & GG City First Impressions Art Show
viii. March 13-14 Benchmarks
ix. March 15- JROTC Military Ball
x. March 17-21 Spring Break

E. Capital Outlay & other budget related approvals

i. VOTE: Purchase from Title One Budget:
Chrome Carts (4) Not to exceed $7,000 Moved Martinez, 2nd Barajas/ Carried: 13-Yes, 0-No
Laptops (40) Not to exceed $60,000 Moved Newcomb, 2nd Martinez/ Carried: 13-Yes, 0-No
Purchase from LCFF Budget:
Laptops (60) Not to exceed $85,000 Moved Calles, 2nd Ballard/ Carried: 13-Yes, 0-No

VIII. New Business: None

IX. Adjournment: End 4:30pm Moved Samson, 2nd Barajas/ Carried: 13-Yes, 0-No

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

Santiago School Site Council Meeting
Agenda

April 23, 2025
3:30 pm Santiago High School
Room 101

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
	2. ***Parent Involvement Policy***
	3. ***Home-School Compact***
	4. Parent Education Opportunities
	5. Uniform Complaint Procedures
	6. Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
☑	**10A.** SPSA Development (***Action Steps***)
☑	**10B.** SPSA Budget (***Action Steps***)
☑	**10C.** **SPSA** Review/Approval (***Complete Plan***)
?	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
	13. Attendance (importance of)*

* ELAC responsibilities (advises SSC)

Topics in bold are sections of the ***Single Plan for Student Achievement (SPSA)***

☑ = Items to be covered at this meeting

I. Welcome and Introductions:

II. Approval of Minutes: March 26, 2025: **Moved: Wu, 2nd: Newcomb/Carried 9-Yes, 0-No**

III. Call to Order: Kuberski; 3:31PM

IV. Roll Call of Members: Christine Pijl, Kelli Kuberski, Nicole Doone, Maricela Montes, Amanda Newcomb, Jeanne Wu, Gabriela Gonzalez, Thanh Dat Vo, Celine Calles

V. Call for Additions/Deletions of Agenda Items:

VI. Public Comment:

VII. Legal Requirements:

VIII. New Business

A. SPSA Goals & Plans 2025-2026

i. Section A- Goal 3

ii. Section C 2025-26 Preliminary Budgets & Budget Summary- **VOTE: Moved: Doone, 2nd: Montes /Carried 9-Yes, 0-No**

iii. Section D- (Title I & LCFF Expenditures, Capital Outlay, Categorical Personnel)-

iv. Section E- SSC & ELAC Committees-

v. Section F- Plan Approval and Signatures- **VOTE on Final Preliminary 25-25 SPSA- Moved: Gonzalez, 2nd: Calles/Carried 9-Yes, 0-No**

B. School-wide Supports

i. Extended Learning Opportunities
   a. Summary
   b. Financial Literary Series-Culminating Activity on May 16

C. Upcoming Events

i. April 25 Pop Concert at Don Wash
ii. May 25- Special Games at Bolsa HS
iii. May 1 Spring Drama 3:30 & 6:30 pm
iv. May 5-9 GGUSD Teacher Appreciation Week
v. May 5-16 AP Testing

vi. May 7 ECA Senior Banquet
vii. May 9 Free physicals for Athletes -6th period to 4pm
viii. May 17 Alumni Picnic
ix. May 21 AVID Senior Night at Don Wash
x. May 22 Santiago Awards Night
xi. May 27 Minimum Day Grades 9-11/
xii. May 28 Minimum Day Grades 9-11 Graduation at 3:00 pm

D. Capital Outlay and Other Budget Related items to approve for Purchase/ Share
i. VOTE: Request for any purchase(s)

E. Other/ Updates-

IX. Adjournment: Moved: Newcomb, 2nd: Wu/Carried 9-Yes, 0-No, Meeting adjourned at 4:14PM

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Santiago School Site Council Meeting
Minutes

September 18, 2024

3:30 pm Santiago High School- Rm 101

MEMBERS PRESENT: Christine Pijl, Julie Forsythe, Maricela Montes, Kelli Kuberski, Jennifer Ballard, Nicole Doone, Amanda Newcomb, Jeanne Wu, Gabriela Gonzalez, Gabriela "Gaby" Barajas, Maria Martinez, Veronika Garcia, Maria Roman

REQUIRED SSC TOPICS *to be covered at this meeting:*

➪	**1.** Training (Duties & Roles)
➪	**2.** ***School Parent and Family Engagement Policy***
➪	**3.** ***Parent-School Compact***
➪	**4.** Parent Education Opportunities
➪	**5.** Uniform Complaint Procedures
	6. Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

✓	**8. Comprehensive School Safety Plan**
	9. EL Program*
➪	**10A.** SPSA Development (***Action Steps***)
➪	**10B.** SPSA Budget (***Action Steps***)
	10C. SPSA Review/Approval (***Complete Plan***)
✓	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Attendance (importance of)*

* ELAC responsibilities (advises SSC)

Topics in bold are sections of the ***Single Plan for Student Achievement (SPSA)***

➪ = Items to be covered at this meeting

I. Welcome and Introductions: **Welcome and Introductions of all newly elected Parents and Staff. Introductions of students also held.**

II. Call to Order: **3:30PM**

III. Roll Call of Newly Elected Members:

IV. Approval of April 24, 2024 minutes **Moved: Wu 2nd: Garcia / Carried: 13-Yes, 0-No**

V. Call for Additions/Deletions of Agenda Items: **Remove "I" from agenda: Moved: Newcomb 2nd: Martinez/ Carried: 13-Yes, 0-No** / **Additions: Alchemist for AVID students (40 copies): Moved: Montes 2nd: Forsythe / Carried: 13-Yes, 0-No**

VI. Public Comment:

VII. Legal Requirements:

VIII. New Business

- **A.** Results of elections for SSC/ ELAC members & Election of Officers **(Vote) Kelli Kuberski for Chairperson/President: Moved: Wu 2nd: Montes, Jeanne Wu for Vice Chairperson/VP: Moved: Pijl 2nd: Martinez, Julie Forsythe for Secretary: Moved: Pijl 2nd: Barajas / Hand Tally: 13-Yes, 0-No**
- **B.** Orientation: Training and Duties – Powerpoint. Training Held.
- **C.** School Accountability Report Card (SARC)- **SARC was discussed. Hard copy provided and shown where it is located on the website/ GGUSD website**.
- **D.** Uniform Complaint Procedures**: Annual Notice discussed. Hard copy provided and shown on website.**
- **E.** Review of Comprehensive School Safety Plan **Discussed in detail**. **(Vote) Moved: Newcomb 2nd: Doone / Carried: 13-Yes, 0-No**
- **F.** Review of Parent Education Opportunities, School Parent and Family Engagement Policy, and Parent-School Compact (Handouts/ website). **Copies shown and website provided. Upcoming parent & student opportunities at site and district level provided.**
- **G.** Capital Outlay and Budget Related Approvals **Moved: Wu 2nd: Ballard / Carried: 13-Yes, 0-No**

i. Updated Title I, LCFF Budgets (includes preliminary & carry over funds) & Prop 28 AMES funds
ii. Vote to include Updated budgets in SPSA 2024-2025 **Moved: Newcomb, 2nd: Mrs. Martinez/ Carried/ 13-Yes, 0-No**
iii. Vote to include purchases under Prop 28 AMES (employee contracts)
iv. Vote for purchases, if any (Title I/ LCFF): **1) JR AVID: Alchemist- 40 @$15 NTE $1000 Moved: Garcia 2nd: Roman/ Carried: 13-Yes, 0-No / 2) Chromebook Carts- 2- $1500/each, NTW $4500 Moved: Wu 2nd: Doone / Carried: 13-Yes, 0-No 3) Risograph NTE $20k Moved: Newcomb 2nd: Martinez / Carried: 13-Yes, 0-No**

H. Santiago State Data- (Initially shared at Title I Mtg- Sept. 5)- **Data shared with SSC.**
i. ELA & Math SBAC Data
ii. ELPAC Data & DWA Data

~~**I.** Capital Outlay and Other Budget Related items~~
~~i. VOTE: If any~~

IX. Adjournment **4:37PM Moved: Ballard 2nd: Wu/ Carried: 13-Yes, 0-No**

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

Santiago School Site Council Meeting
Minutes

October 23, 2024

3:30 pm Santiago High School/ Room 101

Members Present: Christine Pijl, Julie Forsythe, Maricela Montes, Kelli Kuberski, Jennifer Ballard, Nicole Doone, Amanda Newcomb, Jeanne Wu, Veronika Garcia, Maria Roman, Gabriela Gonzalez, Annie Lei

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
⚑	**2.** ***Parent Involvement Policy***
⚑	**3.** ***Home-School Compact***
⚑	**4.** Parent Education Opportunities
	5. Uniform Complaint Procedures
	6. Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
⚑	**10A.** SPSA Development (***Action Steps***)
	10B. SPSA Budget (***Action Steps***)
	10C. **SPSA** Review/Approval (***Complete Plan***)
?	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
⚑	**13.** Attendance (importance of)*

I. Welcome and Introductions:

II. Call to Order: 3:33pm

III. Roll Call of Members:

IV. Approval of September 18, 2024 minutes: Moved Ballard, 2nd Wu/ Carried: 12-Yes, 0-No

V. Call for Additions/Deletions of Agenda Items: None

VI. Public Comment: None

VII. Legal Requirements: None

A. SPSA – Hold till Next Mtg to Vote

i. Review & Revision of Parent Involvement Policy for 25-26 – **Discussed, New Draft next mtg**

ii. Review & Revision of School Compact for 25-26 - **Discussed, New Draft next mtg**

iii. Vote to include in SPSA & Registration for 25-26 - **Discussed, New Draft next mtg**

B. Santiago & District Parent Involvement Opportunities: Went over each Parent Involvement opportunity

i. 10 Commandments of Education- Wednesdays, Oct 9,16,23,30 & Nov. 6 @ 9-11 am
Change Commandments to Essentials

ii. Oct. 23- GGUSD Drug Prevention & Social Media @ BGHS 5:00-7:30 pm
Talked about how beneficial this would be for parents and students

iii. Comm Schools Cohort- Oct. 28 at 3:30 LEC

iv. Nov. 7- Parent Leadership Academy by invite 9:30-1:00 @ GG Community Ctr

v. Nov. 15- Lunch on the Lawn/ Family Picnic Event
New event – hoping for a large turn out

vi. Nov. 21- Josten's- Ring/Cap & Gown- 2:30-5:30 pm- 701

vii. Nov. 21- Financial Aid Night at 6:00 pm- Cafeteria

C. Extended Learning Opportunities at Santiago (Additions)

i. DWA Support for English Learners
All opportunities were discussed

ii. CORE Support – discussed what was available

a. Library- daily support
b. Saturdays- As Assigned time usually 2 hours D/Fs

D. Upcoming events

i. District Writing Test (DWA)- Nov. 5 & 7 (Block Schedule)
ii. Non-Student Day/ Staff PD Day- Nov. 8
iii. Holiday- Nov. 11 (Monday)

E. Discussion on the importance of attendance

i. 10% or more of a school year is considered excessive absent/chronically absent
Went over the importance of attending and what happens when a student is truant

F. Capital Outlay & other budget related approvals

i. VOTE:
AMS Funding (Prop 28) shared/approved.
-Drill Dance Coach and Choir Choreographer NTE $14,000 Moved: Wu, 2nd Montes/ Carried: 12-Yes, 0-No
-20' Storage Container NTE $8,000 Moved: Newcomb, 2nd Gonzalez/ Carried: 12-Yes, 0-No
-New Kiln NTE $7,000 Moved: Ballard, 2nd Doone/ Carried: 12-Yes, 0-No LCFF Funds
-ASB 40' Storage Container plus concrete poured. NTE $15,000 Moved: Garcia, 2nd Roman/ Carried: 12-Yes, 0-No

VIII. New Business – No New Business

IX. Adjournment – 4:30pm Moved: Wu. 2nd Forsythe

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

Santiago School Site Council Meeting
Minutes

December 4, 2024
3:30 pm Santiago High School/ Room 101

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
☑	**2.** ***Parent Involvement Policy***
☑	**3.** ***Home-School Compact***
☑	**4.** Parent Education Opportunities
	5. Uniform Complaint Procedures
	6. Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
☑	**10A.** SPSA Development (***Action Steps***)
	10B. SPSA Budget (***Action Steps***)
	10C. **SPSA** Review/Approval (***Complete Plan***)
?	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
	13. Attendance (importance of)*

I. **Welcome and Introductions**: Welcomed new elected student members for next semester

II. **Call to Order:** 3:31pm

III. **Roll Call of Members**: Pijl, Kuberski, Ballard, Doone, Wu, Newcomb, Montes, Forsythe, Lai, Lai, Garcia

IV. **Approval of October 23, 2024 minutes:** Moved Ballard, 2nd Wu/ Carried 11-Yes, 0-No

V. **Call for Additions/Deletions of Agenda Items:** None

VI. **Public Comment:** None

VII. **Legal Requirements:** None

A. SPSA

i. Review & Revision of Parent Involvement Policy (draft from 10/23/24) for 25-26 – Moved Done, 2nd Wu/ Carried 11-Yes, 0-No

ii. Review & Revision of School Compact (draft from 10/23/24) for 25-26 - Moved Ballard, 2nd Newomb/ Carried 11-Yes, 0-No

iii. Vote to include in SPSA & Registration for 25-26 - Moved Wu, 2nd Newcomb/ Carried 11-Yes, 0-No

iv. Begin review of suggested amendments to Action Plans- Goal 1-3 2024-2025 Plan – Reviewed Action Plan- Goal 1, made additions and revisions

B. Santiago & District Parent Involvement Opportunities

i. Winter Choir Concert 12/5/24 @ 6:30 pm at Don Wash Auditorium

ii. Parent Social Circle- 12/6/24 @ 9:00 am in Rm 207- Theme: "Supporting High Achieving Students" – Great turn out at first Parent Social Circle

iii. ELAC- 12/10/24 @ 9:00 am Rm 207

iv. Winter Instrumental Concert 12/10/24 @ 6:30 pm at Don Wash Auditorium

C. Extended Learning Opportunities at Santiago

i. Reminder of Tutoring options – Passed out handout

ii. College Boosts hours – Passed out handout

D. Upcoming events

i. New Lockers over the Winter Break – Lockers need to be emptied before break, Tan Color

ii. Minimum Days-

a. Dec. 19 (Block 1, 3, 5) & Dec. 20 (Block 2, 4, 6) plus 0 period

b. 8:30 am- 12:40 pm

iii. Winter Break Dec 23 – Jan 3 (Jan 6 non-student day)

E. Capital Outlay & other budget related approvals

i. **VOTE:** if any: None

VIII. **New Business:** None

IX. **Adjournment:** Move Ballard, 2nd Garcia

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

Santiago School Site Council Meeting
Agenda

January 22, 2025
3:30 pm Santiago High School/ Room 101

In attendance: Christine Pijl (Principal), Gabriela Barajas (parent), Gabriela Gonzalez (parent), Kelli Kuberski (teacher), Jennifer Ballard (teacher), Jeanne Wu (teacher), Amanda Newcomb (teacher), Nicole Doone (teacher), Maricela Montes (counselor), Dat Vo (student), Celina Calles Campuzano, and Phoebe Samson (student)

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
	2. ***Parent Involvement Policy***
	3. ***Home-School Compact***
☑	**4.** Parent Education Opportunities
	5. Uniform Complaint Procedures
☑	**6.** Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
☑	**10A.** SPSA Development (***Action Steps***)
	10B. SPSA Budget (***Action Steps***)
	10C. **SPSA** Review/Approval (***Complete Plan***)
☐	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
	13. Attendance (importance of)*

I. Welcome and Introductions: **Introductions**
II. Call to Order: 3:30PM
III. Roll Call of Members: Pijl, Kuberski, Ballard, Wu, Newcomb, Montes, Barajas, Gonzalez, Calles, Samson, Vo
IV. Approval of December 4, 2024 minutes: Moved- Ballard- 2nd-Montes/ Carried, Yes-11 No-0
V. Call for Additions/Deletions of Agenda Items:
VI. Public Comment: None
VII. Legal Requirements: None

A. SPSA & Data
- i. Review FINAL 2024 Graduation & A-G Rates
- **ii.** 2023-2024 CA Dashboard Results **Moved- Wu- 2nd-Barajas/ Carried, Yes-11 No-0**
- iii. Begin review of School & Student Performance Data/ Data Analysis on SPSA 2025-2026 Plan/ Approve and add additional comments **Moved- Newcomb- 2nd-Ballard/ Carried, Yes-11 No-0**

B. Santiago & District Parent Involvement Opportunities
- i. Feb. 4- Santiago Community Schools Release Date
- ii. Feb. 13- English Language Advisory Committee Mtg (ELAC) 10:00 am Rm 207
- *iii. Feb. 25, 2024- SSC Special Meeting- FMP Audit @* ***2:30***

C. Extended Learning Opportunities at Santiago
- i. Reminder of Tutoring options
- ii. College Boosts hours
- iii. Target Assistance- Hare students returning

D. Upcoming events
- i. Jan-March- Individual Student Registration for 25-26 begins
- ii. Jan 25- AdaDeca Speech & Interview Competition- Tustin
- iii. Jan. 31- 8th grade Visit
- iv. Feb. 1- AcaDeca Testing & Superquiz Competition- Westminster HS

v. ELPAC- Feb. 3-15
vi. Feb. 7- AcaDeca Awards Ceremony- OCCC
vii. Feb. 8- TET Parade- GGUSD Students, Santiago JROTC
viii. Feb. 8- Winter Formal
ix. Feb. 19- SSC Mtg
x. Feb. 20- Open House: **5-7PM**

E. Capital Outlay & other budget related approvals

i. VOTE: Purchase Requests

a. Interactive TV Screen for Music/Prop. 28 Funds/NTE $4K/Moved- Newcomb- 2nd-Gonzalez/ Carried, Yes-11 No-0

b. Computer Graphics- 35 new computers/Prop. 28 Funds/NTE $60k/ Moved- Newcomb- 2nd- Montes/ Carried, Yes-11 No-0

VIII. New Business

IX. Adjournment: Moved- Ballard- 2nd-Wu/ Carried, Yes-11 No-0

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

Santiago School Site Council Meeting
Minutes

March 26, 2025
3:30 pm Santiago High School
Room 101

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
	2. ***Parent Involvement Policy***
	3. ***Home-School Compact***
⚑	**4.** Parent Education Opportunities
	5. Uniform Complaint Procedures
⚑	**6.** Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
	10A. SPSA Development (***Action Steps***)
⚑	**10B.** SPSA Budget (***Action Steps***)
⚑	**10C.** **SPSA** Review/Approval (***Complete Plan***)
⚑ ?	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
	13. Attendance (importance of)*

* ELAC responsibilities (advises SSC)

Topics in bold are sections of the ***Single Plan for Student Achievement (SPSA)***

⚑ = Items to be covered at this meeting

I. Welcome and Introductions:

II. Call to Order: Kuberski,3:32PM

III. Roll Call of Members: Christine Pijl, Nicole Doone, Kelli Kuberski, Maricela Montes, Jeanne Wu, Gabriela Gonzalez, Gabi Barajas, Maria Martinez, Thanh Dat Vo, Phoebe Samson

IV. Approval of Minutes: Feb. 19, 2025 **Moved: Wu, 2nd: Martinez/Carried: 10-Yes, 0-No**

V. Call for Additions/Deletions of Agenda Items: None

VI. Public Comment: Pijl-Thank you for your time and attendance for the audit and meetings.

VII. Legal Requirements: None

VIII. New Business

A. Final 24-25 SPSA Plan Approval (revised Sections A, C, D, E, F)

i. 23-24 Title I Evaluation for discussion- **SSC reviewed the 23-24 Title I Evaluation & discussed feedback on program effectiveness/ areas for improvement**

ii. Final Title I Budget 2024-2025 with 23-24 carryover- **Moved: Montes, 2nd: Martinez/Carried: 10-Yes, 0-No**

iii. Purchase Requests: Capital Outlay & Other Related items

a. Title I:

- Printers- **Moved: Gonzalez, 2nd: Barajas/Carried: 10-Yes, 0-No**
- Risograph, NTE $1400- **Moved: Wu, 2nd: Montes/Carried: 10-Yes, 0-No**

b. AMES: Portable PA system- NTE $2400, Drum set cart/ drum microphone bundle- NTE $1700, Camera- NTE $2100, Lens- NTE $1400, Podcasting kit- NTE $3200, Ring saw- NTE $850, Loom- NTE $750 – **Moved: Gonzalez, 2nd: Doone/Carried: 10-Yes, 0-No**

c. LCFF- Laptops- NTE $14000- **Moved: Barajas, 2nd: Martinez/Carried: 10-Yes, 0-No**

iv. Adjustments to Action Plan Budgets- 2024-2025- SSC members reviewed adjustments to the 24-25 Action Plan Budgets, **Moved: Barajas, 2nd: Vo/Carried: 10-Yes, 0-No**

v. Adjustments to Budget Summary 2024-2025- SSC members went over and reviewed adjustments to the 24-25 Budget Summary, **Moved: Barajas, 2nd: Vo/Carried: 10-Yes, 0-No**

vi. Final SSC/ ELAC Rosters- SSC members confirmed final SSC/ELAC rosters, **Moved: Montes, 2nd: Gonzalez/Carried: 10-Yes, 0-No**

vii. Final Approval Page- Section F- SSC members reviewed and finalized Final Approval Page, **Moved: Barajas, 2nd: Montes/Carried: 10-Yes, 0-No (sending in copy of SSC sign-in sheet)**

B. SPSA 25-26

i. Action Plan- Goal 2 Analysis – SSC members reviewed Action Plan, Goal 2 Analysis and made appropriate edits and members provided additions to document actions appropriate to support our school's action plan, **Moved: Barajas, 2nd: Gonzalez/Carried: 10-Yes, 0-No**

C. Upcoming Events

i. 40 Developmental Assets for Parents Education Series- March 12, March 26, April 9, April 16, April 23 from 9:00-11:00 am Room 101

ii. ELAC Meeting- April 2 from 9:00-11:00 am Room TBD

iii. GGUSD District Track Meet- April 5 @ GG HS at 9:00 am

iv. Prom- April 5 @ The Terrace at Los Caballeros Sports Vlg at 7:00 pm

v. SHS Alumni Mtg- April 8 at 6 Pm in Room 101

vi. GGUSD Swim Meet – April 12 at GG HS at 9:00 am

IX. Adjournment- Moved: Pijl, 2nd: Montes/Carried: 10-Yes, 0-No /Meeting adjourned 4:38PM

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

Santiago School Site Council Meeting
Agenda

February 19, 2025

3:30 pm Santiago High School/ Room 101

REQUIRED SSC TOPICS *to be covered at this meeting:*

	1. Training (Duties & Roles)
	2. ***Parent Involvement Policy***
	3. ***Home-School Compact***
☑	**4.** Parent Education Opportunities
	5. Uniform Complaint Procedures
☑	**6.** Assessment/Curriculum/ Program Effectiveness (***Data Analysis Tool & Annual Evaluation***)
	7. Needs Assessment* (Parent Survey)

	8. Comprehensive School Safety Plan
	9. EL Program*
☑	**10A.** SPSA Development (***Action Steps***)
☑	**10B.** SPSA Budget (***Action Steps***)
	10C. **SPSA** Review/Approval (***Complete Plan***)
?	**11.** Review of School Budgets (Consolidated Programs Overview)
	12. Language Census & Demographics
	13. Attendance (importance of)*

I. **Welcome and Introductions**:

II. **Call to Order: 3:34pm - Wu**

III. **Roll Call of Members: Wu, Ballard, Vo, Martinez, Gonzalez, Rayo, Samson, Calles, Pijl, Forsythe, Newcomb, Montes, Barajas**

IV. **Approval of December 4, 2024 minutes: Moved Newcomb, 2nd Wu/ Carried: 13-Yes, 0-No**

V. **Call for Additions/Deletions of Agenda Items: None**

VI. **Public Comment: None**

VII. **Legal Requirements:**

A. SPSA & Data

i. Final Review of School & Student Performance Data/ Data Analysis on SPSA for approval – **Went over final edits and approved, Moved Samson, 2nd Calles/ Carried: 13-Yes, 0-No**

ii. Final Review of Action Plan Goal 1 for approval (disc. 12.04.25) – **Went over final edits and approved, Moved Samson, 2nd Calles/ Carried: 13-Yes, 0-No**

iii. Preliminary Title I And LCFF Budgets for 2025-2026 for approval – **Went over in depth and approved, Moved Ballard, 2nd Gonzalez/ Carried: 13-Yes, 0-No**

iv. Begin Action Plan Goal 2 (1st half)- Time permitted (**Tabled for next meeting**)

B. Santiago & District Parent Involvement Opportunities

i. Feb. 20- 8th Parent Info Night & Open House (flyer) – **Passed out flyer**

ii. Feb. 21-Parent Social Circle- Safeguarding our Families- Know your Rights" (flyer) – **Passed out flyer**

iii. Feb. 25, 2025- SSC Special Meeting- FMP Audit @ TBD 2:30/ 3:30 Room 101 – **Announced special meeting for next week**

iv. March 1, 2025- Community Resource Fun Fair from 9:00am-1:00 pm

v. March 11, 2025- Santiago Alumni Mtg @ 6pm in Room 101

C. Extended Learning Opportunities at Santiago

i. Library-

ii. College Boosts hours

iii. Target Assistance- Hare students returning

D. Upcoming events

i. Feb 3-13- ELPAC Testing

ii. Feb 28- Spring Choir Concert @ Don Wash @ 6:30 pm

iii. March 4- AVID 10 College Visit @ USC and CSUDH

iv. March 6-7 SCSBOA Instrumental Festivals
v. March 6- Physics Day at Knotts Berry Farm
vi. March 7- ASB Mid-Year Conference Bolsa Grande HS
vii. March 8- GGUSD & GG City First Impressions Art Show
viii. March 13-14 Benchmarks
ix. March 15- JROTC Military Ball
x. March 17-21 Spring Break

E. Capital Outlay & other budget related approvals

i. VOTE: Purchase from Title One Budget:
Chrome Carts (4) Not to exceed $7,000 Moved Martinez, 2nd Barajas/ Carried: 13-Yes, 0-No
Laptops (40) Not to exceed $60,000 Moved Newcomb, 2nd Martinez/ Carried: 13-Yes, 0-No
Purchase from LCFF Budget:
Laptops (60) Not to exceed $85,000 Moved Calles, 2nd Ballard/ Carried: 13-Yes, 0-No

VIII. New Business: None

IX. Adjournment: End 4:30pm Moved Samson, 2nd Barajas/ Carried: 13-Yes, 0-No

Notice of the meeting must be posted at the school site or in a place accessible to the public at least 72 hours before the meeting

SECTION F: RECOMMENDATIONS AND ASSURANCES

The signatures below verify that the respective chairpersons, classified person, and administrator have accepted the responsibility for the following assurances:

- Councils/Committees have been formed in accordance with the procedures established by the programs.
- A list of members of each school-level council/committee is available at the school.
- Members of the ELAC, the teachers, and the classified persons at the school have had the opportunity to be involved in planning, implementing, and evaluating the programs.
- The SSC has developed the plan and approved the budget.
- Councils/Committees have been informed that the intent of supplemental funds is to improve academic achievement for students.
- The School-Parent Compact and School Parent Involvement Policy have been developed.
- The SSC concurs that the district may apply for any waivers necessary to implement appropriate supplemental programs to support the district's goals using categorical funds.

SECTION F: PLAN APPROVAL SIGNATURES OF OTHER SSC MEMBERS

Attested:

POSITION	TYPED NAME	SIGNATURE	DATE
Principal	Christina Pijl	Chpijl	4-23-25
Teachers	Kelli Kuberski	Kelli L Kuberski	4-23-25
Teachers	Jeanne Wu/ Jennifer Ballard		4/23/25
Teachers	Amanda Newcomb/ Nicole Doone		4/23/25
Other Staff	Maricela Montes, Julie Forsythe		4/23/25
Parents/Community Members	Gabriela Gonzalez		4/23/25
Parents/Community Members	Gabriela Barajas		
Parents/Community Members	Maria Martinez		
Parents/Community Members			
Parents/Community Members			
Student	Isaiahs Rayo		
Student	Celine Calles		4-23-25
Student	Phoebe Samson		
Student	Dat Vo	Dat Vo	4/23/25

2025-26 BUDGET PLANNING- PRELIMINARY LCFF Worksheet

School : Santiago **S85**

	SITE LCFF	
	2025-2026 PRELIM Allocation	$452,516
	(+) Carryover from 24-25 (given in August)	$0
MGR 0690	**TOTAL PRELIM BUDGET**	**$452,516**

Object	Description	Costs	ACTION STEP BOX
Ongoing Costs			
TOSA/Coach/Teacher			
1110/1920	Teacher/Teacher on Special Assignment/Coach	$0	Goal 1A #1
Instructional			
2110	Instr Aide	$0	Goal 1A #5
2110	Instr Aide (for EL)	$0	Goal 1B #1
2190	Technology Support Specialist	$47,483	Goal 1C #2
2910	Student Supervision Assistant	$0	Goal 2C #5
2920	Campus Safety Assistant	$41,336	Goal 2C #5
4300	Materials & Supplies (expended/encum)	$1,052	Goal 1A #4
4300	Materials & Supplies for EL (expended/encum)	$0	Goal 1B #1
4390	Contingency - 3% Set-Aside	$13,575	Goal 1A #1
5611/4400/6400	Capital Outlay items	$0	Goal 1C #2
Att-Soc			
2280	School Community Liaison	$79,794	Goal 2C #1
Lib/Med			
2285	Library Media	$0	Goal 1C #3
Health			
2285	Health Assistant	$19,729	Goal 2B #1
Guid/Couns			
2410	Clerical Salaries (Sch Testing Assistant)	$17,214	Goal 1A #6
Parent Square	found in INSTR pseudo		
5800	Services & Oth Exp	$0	Goal 2C #3
Maintenance			
5620	Contract Repairs (copiers)	$2,293	Goal 1A #1
5620	Contract Repairs (facilities)	$0	Goal 2C #4
Other Costs			
Stipend(s)			
1940	Stipend(s)- Intervention	$0	Goal 1A #3
1940	Stipend(s)- Technology	$0	Goal 1C #2
1940	Stipend(s)- Data	$0	Goal 1A #6
1940	Stipend(s)- Parents	$0	Goal 2C #2
1940	Stipend(s)- AVID	$0	Goal 1C #1
Lib/Med			
1210	Librarian	$0	Goal 1C #3
4210/4300	Library Books and Supplies	$0	Goal 1C #3
Psych			
1220	Psychologist	$0	Goal 2B #1
Guid/Couns			
1230/2410	Counselor Salaries/Clerical	$0	Goal 1A #6
Sch Admin			
2410	Clerical Salaries	$0	Goal 2C #1
4300	Materials & Supplies (expended/encum)	$0	Goal 2C #1
4400/6400	Capital Outlay items	$0	Goal 1C #2
Substitute Teachers			
1140	Substitute Teachers	$0	Goal 1A #2
1140	Substitute Teachers (for EL)	$0	Goal 1B #1
Tutors			
2955	Tutors	$0	Goal 1C #1
2955	Tutors (AVID Excel)	$0	Goal 1B #1
Parent Ed			
1990/2990/4300	Parent Ed	$0	Goal 2C #2
Staff Development			
1133/1910	Teacher Staff Development/Presenter (for EL)	$0	Goal 1B #1
1133/1910	Teacher Staff Development/Presenter	$0	Goal 1A #2
5230/4300/4210	Conferences, Training Materials & Books	$0	Goal 1A #2
Intervention/Extra Duty			
1130	Teacher Hourly	$0	Goal 1A #3
1980/2980	Employee Contractor	$0	Goal 1A #3
1130	Teacher Hourly (for EL)	$0	Goal 1B #1
1980/2980	Employee Contractor (for EL)	$0	Goal 1B #1
Transportation			
5715	Trips - Transportation	$0	Goal 2B #2
Operations			
	Custodial	$0	Goal 1A #1
Fac/Acq			
4300/4400/5800/6170/6200	Land/Building Improvements	$0	Goal 2C #4

Total Ongoing/Other Costs	$222,476
REMAINING BALANCE (IN INSTR-CONTINGENCY)	**$230,040**

updated 1/24/25

2025-26 BUDGET PLANNING- PRELIMINARY Title I Worksheet

School :	Santiago	Manager 2085

	TITLE I	
	2025-2026 PRELIM Allocation	$391,839
	(+) Parent Ed required set-aside	$3,958
	(+) Carryover from 24-25 (given in August)	$0
MGR 2085	TOTAL PRELIM BUDGET	$395,797

Object	Description	Costs	ACTION STEP BOX
Ongoing Costs			
Parent Ed	Required Set-aside		
1990/2990/4300	Total Parent Ed	$3,958	Goal 2C #2
Contingency	3% Set-Aside		
4390	Contingency	$11,874	Goal 1A #1
Staff Development	10% Set-Aside		
4390, 5xxx	Contingency/ Services & Other Expenditures	$39,580	Goal 1A #2
Instruction			
1110	Teacher Salaries	$0	Goal 1A #1
2110	Instructional Aide	$89,819	Goal 1A #5
2190	Technology Assistant	$0	Goal 1C #2
4400	Capital Outlay Items	$0	Goals 1C #2
4300/5711/5714/5800	Materials & Supplies; Services & Other Expenditures (expended/encum)	$1,964	Goal 1A #4
Att-Soc			
2280	School Community Liaison	$24,174	Goal 2C #1
Lib/Med			
2285	Library Media	$0	Goal 1C #3
Health			
2285	Health Assist	$24,044	Goal 2B #1
Inst-Supervision			
1920/1980	TOSA/Employee Contractor	$0	Goal 1A #1
Guid/Couns			
1230	Counselor	$0	
2410	Clerical Salaries (Sch Testing Clerk)	$0	Goal 1A #6
Parent Square	found in INSTR pseudo		
5800	Services & Oth Exp	$0	Goal 2C #3
Maintenance			
5620	Contract Repairs (copiers/technology)	$6,318	Goal 1A #1
5620	Contract Repairs (facilities)	$0	Goal 2C #4
Other Costs			
Teacher Hourly	Extra Duty- Intervention, etc.		
1130	Teacher Hourly	$0	Goal 1A #3
Substitute Teacher	Extra Duty- Intervention, etc.		
1140	Subsitute Teacher - educational trips	$0	Goal 2B #2
1130	Subsitute Teacher - AVID	$0	Goal 1C #1
Teacher Stipend(s)			
1940	Stipend(s)- Intervention	$0	Goal 1A #3
1940	Stipend(s)- Technology	$0	Goal 1C #2
1940	Stipend(s)- Data	$0	Goal 1A #6
1940	Stipend(s)- Parents	$0	Goal 2C #2
1940	Stipend(s)- AVID	$0	Goal 1C #1
Transportation	found in TRANSP pseudo		
5715	Trips Transportation	$0	Goal 2B #2
Tutors	AVID, Academy, Resource Center		
2955	Tutors- Academy/Resource Center	$0	Goal 1C #1
2955	Tutors- AVID-(TBD site to complete tutor spreadsheet)	$0	Goal 1C #1
Sch Admin			
2410	Clerical Salaries	$0	Goal 2C #1
Extended Learning	10% Set-Aside		
1130	Certificated Hourly	$0	Goal 1A #3
2110/2955	Classified Hourly	$0	Goal 1A #3
4300	Materials & Supplies	$0	Goal 1A #3

Total Ongoing/Other Costs	$201,731
REMAINING BALANCE (IN INSTR-MAT& SUP)	**$194,066**

updated 1/30/25

2024-25 Arts and Music in Schools/Proposition 28 (Manager 0250)

Materials & Supplies and Staffing (NEW) Budget

School Site:

Santiago High

In August 2024, 20% of site budgets were allocated (details: https://shorturl.at/7LiwT) for schools to spend on materials and supplies. All budgets allocated for materials and supplies can be used on materials and supplies and/or staffing (e.g. extra duty, personnel requisition).

****23-24 SY Budget Spending Deadline: 1/23/26 **24-25 SY Budget Spending Deadline: 1/22/27**	**Budget Location**	**Budget Amount**
23-24 Materials & Supplies and/or Staffing	Object 4300	$ 68,956.13
*__NEW__: 23-24 Staffing budget (approved 23-24 Waiver) that can be spent on Materials & Supplies and/or Staffing	Object 4300	$ 264,878.00
Total 23-24		$ 333,834.13
24-25 Materials & Supplies and/or Staffing	Object 4300	$ 63,026.40

* New staffing budget that can be spent on materials and supplies or staffing (please note subject to change based on state updates)

**Please note different spending deadlines based upon school year

SANTIAGO HIGH SCHOOL-PARENT COMPACT

Santiago High School and the parents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Students will:

- **Academic Skills:** Use all resources to develop the skills (speaking, reading, and writing) necessaryto achieve 21st Century success.
- **Personal Skills:** Be able to assertively make good choices that foster positive relationships, confidence, and motivation.
- **Life Success:** Be goal oriented as they complete their A-G requirements and have a post-secondary plan.

School will:

- **Academic Skills:** Provide high-quality**,** standards based curriculum and instruction through continuously working on teaching strategies that reach all students.
- **Personal Skills**: Motivate all students to meet standards and provide an inclusive, supportive, and effective learning environment that builds students' resiliency and interpersonal skills.
- **Life Success:** Reinforce students' knowledge of opportunities for enrollment in courses that meet the A-G requirements for college admission and provide career skills necessary for post-secondary success.

Parents will:

- **Academic Skills**: Regularly check on student academic progress, ensure their student is completing theirassignments, and advocate for their student by seeking assistance when needed.
- **Personal Skills:** Advocate for their student by providing a productive learning environment for school work. Helpthe student develop a positive identity and communicate about school and extra-curricular activities.
- **Life Success:** Develop a plan with their student for post-secondary success and help their student see how to use education to pursue and achieve his/her interests and goals.

Santiago Vision/Mission: Santiago High school will provide our diverse student body with an equitable education. Students at Santiago are held to high expectations of academic achievement and citizenship.

Students engage with multiple opportunities to be successful through rigorous, standards-based curriculum, diverse and inclusive extra-curricular programs, and comprehensive academic and socio-emotional supports.



ACUERDO ENTRE LA ESCUELA SECUNDARIA SANTIAGO Y LOS PADRES DE FAMILIA

La Escuela Secundaria Santiago y los padres de familia, convienen que este acuerdo escolar delinea cómo los padres de familia, todo el personal escolar y los estudiantes, compartirán la responsabilidad de mejorar el rendimiento académico estudiantil y los medios con los que la escuela y los padres construirán y desarrollarán una alianza, que ayudará a que los niños logren alcanzar los altos estándares del estado.

Los estudiantes adquirirán:

- **Habilidades académicas**: utilizar todos los recursos y el conocimiento de la tecnología para desarrollar habilidades (hablar, leer yescribir) necesarias para lograr el éxito en el siglo 21.
- **Habilidades personales:** La capacidad de tomar buenas decisiones asertivamente, las cuales fomentarán el desarrollo de relaciones positivas, confianza y motivación.
- **Una vida exitosa:** . Estar orientado a objetivos a medida que completan sus requisitos de A-G y tienen un plan postsecundario.

La escuela proporcionará:

- **Habilidades académicas:** Un plan de estudios y una enseñanza de alta calidad, basados en las normas académicas y el trabajo continuo en la enseñanza de estrategias que ayuden a todos los niños.

Habilidades personales: Motivar a todos los estudiantes para que cumplan con los estándares y proporcionen un ambiente de aprendizaje inclusivo, de apoyo y efectivo que desarrolle la resistencia y las habilidades de conexión de los estudiantes.

- **Una vida exitosa:** Reforzar el conocimiento de los estudiantes acerca de las oportunidades para inscribirse en cursos que cumplan con los requisitos A-G para la admisión a la Universidad, y proporcionarles las habilidades necesarias para que alcancen el éxito después de la escuela secundaria, en sus futuras carreras profesionales.

Los padres fomentarán:

- **Habilidades académicas**: Revisar con regularidad el progreso académico de su estudiante, asegurarse que termine sus tareas y asignaciones, y abogar por su hijo al buscar ayuda cuando ésta sea necesaria.
- **Habilidades personales:** Ayudar a su hijo, proporcionándole un lugar de aprendizaje productivo y horario para que pueda hacer su tarea escolar. Ayudarle a su hijo a desarrollar una identidad positiva y a mantener un equilibrio entre susresponsabilidades escolares y sus actividades personales.
- **Una vida exitosa:** Desarrollar un plan con su estudiante para alcanzar el éxito después de la escuela secundaria, y ayudarlo a ver cómo puede utilizar la educación para perseguir y alcanzar sus intereses y metas.

La visión de la Escuela Secundaria Santiago: La Escuela Santiago proporcionara a nuestro cuerpo estudiantil con una educación equitativa. Existe una alta expectativa académica y de comportamiento del estudiante de Santiago.

Los estudiantes se involucran en varias oportunidades para el éxito a través de rigurosos planes de enseñanzas, programas diversos e inclusivos extraescolares, y apoyos académicos exhaustivos y socioemocionales.



Trường Trung Học Cấp 2 Santiago
Giao Ước giữa Gia đình và Học đường

Trường Trung Học Học Santiago và phụ huynh đồng ý với nhau về các điểm trong giao ước dưới đây để phụ huynh, nhà trường, và học sinh sẽ cùng nhau chia sẻ trách nhiệm nhằm giúp con em học hành tiến bộ và đạt được tiêu chuẩn học vấn cao của tiểu bang.

Trách nhiệm của học sinh, về:

- **Kỹ năng học tập:** Sẽ dùng tất cả các tài nguyên để phát huy các kỹ năng cần thiết (về nói, đọc,và viết) để đạt những thành tựu của Thế kỷ 21.
- **Năng lực cá nhân:** Khẳng định có khả năng chọn những quyết định sáng suốt để xây dựng mối giao tiếp tốt đẹp, có lòng tự tin và có động lực tốt
- **Thành công ở đời:** Đặt mục tiêu để hoàn tất các lớp bắt buộc A-G và có dự tính kế hoạch sau trung học.

Trách nhiệm của nhà trường, về:

- **Kỹ năng học tập:** Cung cấp một chương trình học và giảng dạy dựa trên tiêu chuẩn cao bằng cách tiếp tục áp dụng những phương pháp giảng dạy phù hợp cho tất cả các học sinh.
- **Năng lực cá nhân:** Thúc đẩy tất cả học sinh đáp ứng các tiêu chuẩn chính và cung cấp một môi trường học tập hòa nhập, hỗ trợ và hiệu quả, xây dựng khả năng phục hồi và kỹ năng giao tiếp của học sinh. (Đề xuất sửa đổi)
- **Thành công ở đời:** Luôn luôn củng cố kiến thức của học sinh về những cơ hội để ghi danh học những lớp bắt buộc A-G để vào đại học và có những kỹ năng cần thiết để thành công ở các trường sau bậc trung học.

Trách nhiệm của phụ huynh, về:

- **Kỹ năng học tập:** Thường xuyên kiểm tra sự tiến bộ về học vấn, bảo đảm là học sinh phải hoàntất bài vở được giao và nâng đỡ cho con bằng cách tìm sự giúp đỡ cho con khi cần thiết.
- **Năng lực cá nhân:** Hỗ trợ con em bằng cách dành riêng cho con một môi trường học tập hiệu quả đểlàm bài vở nhà trường. Giúp con phát huy sự tự tin về bản thân và biết sắp xếp sinh hoạt học đường và cá nhân.
- **Thành công ở đời:** Cùng với con em soạn một chương trình hậu trung học như vào trường đại học/học nghề và giúp con em biết áp dụng học vấn để theo đuổi những mục tiêu và sở thích của mình.

Tôn chỉ của trường Santiago: Trường trung học Santiago sẽ cung cấp cho tập thể học sinh đa dạng của chúng ta một nền giáo dục công bằng. Học sinh tại Santiago được kỳ vọng cao về thành tích học tập và quyền công dân.

Học sinh có nhiều cơ hội để thành công thông qua chương trình giảng dạy nghiêm ngặt, dựa trên tiêu chuẩn, các chương trình ngoại khóa đa dạng và hòa nhập, cũng như hỗ trợ toàn diện về học tập và cảm xúc xã hội.



GARDEN GROVE UNIFIED SCHOOL DISTRICT

SANTIAGO HIGH SCHOOL

12342 Trask Avenue Garden Grove, CA 92843
P: (714) 663-6215 F: (714) 663-6290
www.ggusd.us / www.santiagohs.org

Christine Pijl, Principal **Heriberto Olive, Asst. Principal** **Marci Pena, Asst. Principal** **Huy Tran, Asst. Principal**

School Parent and Family Engagement Policy
2025-2026

School administration, in collaboration with SSC and ELAC, has jointly developed and distributed to parents and family members of participating children in Title I, Part A programs the following policy requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in **jointly developing**, distributing to, a written **school parent and family engagement policy**, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Our school has jointly developed with and distributes to parents a School Parent and Family Engagement Policy and School Plan for Student Achievement (SPSA) that the school and parents agree on. These plans are reviewed at various parent meetings (i.e. ELAC, SSC) and is available for all parents upon request. Our school involves parents in the process in an organized, ongoing, and timely manner. Our school notifies parents about the School Parent and Family Engagement Policy in an understandable format and when practicable, distributes this policy to parents in a language the parents can understand. The school makes the School Parent and Engagement Policy available to the local community, by placing it on the school's website and a link will be sent to parents per Parent Square. It is also shared at the Annual Title I Meeting and on-line for annual registration.

Describe how parents and family members of participating children in Title I, Part A programs, may **amend** a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

As part of our annual process of developing the School Plan for Student Achievement (SPSA), our school Parent and Engagement Policy is reviewed and updated as necessary to meet the changing needs of parents and the school.

Describe how parents and family members of children participating in Title I, Part A programs can, if parents find the school parent and family engagement policy unsatisfactory submit comments to the LEA, and how the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]). If parents find the school plan unsatisfactory, describe how they can submit comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

The district conducts a minimum of one annual meeting at a convenient time for parents. The purposes of this meeting are to: a) involve parents in the joint development and joint agreement of

the Local Educational Agency Plan (LEA) and parental involvement policy. b) Provide an ongoing process for the development, refinement, adoption, and distribution of the Local Educational Agency Plan and parental involvement policy. c). provide time for an annual review of the Local Educational Agency Plan and parental involvement policy (GGUSD Administrative Regulation 7113.1). Santiago submits to the district Office of K-12 Educational Services any parent comments if the SPSA is not satisfactory to parents.

Describe how the school served by Title I, Part A funds holds an **annual Title I meeting**, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend (in a language the parent can understand), to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

Santiago convenes an annual meeting to inform and distribute to parents the School Parent and Family Engagement Policy and information about school programs, including their child's and/or school's participation in school programs; the requirement of the school's programs; and the parent's rights to be involved. Our annual meeting is held at Back to School Night, typically in August/ September. Parents are invited by Parent Square about the agenda and purpose of the meeting. On-going information is shared at various meetings throughout the year which may include Back to School Night, Open House, ELAC, SSC, Sunday newsletter, the school website, and parent educational meetings.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, translation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Our school provides parents opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. Our school holds a flexible number of meetings at varying times, and may be able to offer transportation, childcare, and/or home visits, paid for with Title I or other funding as long as services are related to parental involvement. ELAC meetings are held quarterly, SSC are held almost monthly, and parent education opportunities occur at different times and dates through the year. Parent education opportunities take place both at night and during the day to provide options for parents. Santiago is a Community School which involves parents, students, and staff with various meetings.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: a description and explanation of the **curriculum** in use at the school, the **forms of academic assessment** used to measure student progress, the **achievement levels of the challenging State academic standards,** and ways to **monitor their child's progress** and work with administrators to improve the achievement of their children; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C][E]:

Santiago provides parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Santiago, with the assistance of the district, provides assistance to parents of children served by the school in understanding topics such as the following: a) the state's academic content standards; b) the state's student academic achievement standards; c). the state and local academic assessments including alternative assessments; d) requirements of Title I. e). how to

monitor the child's progress by Aeries Parent Portal, progress/ grading reports, and parent meetings; and f). how to work with educators. These opportunities are shared with parents through Back to School Nights and parent-teacher conferences, on our school's webpage, and possible at other committee meetings (SSC, ELAC). Targeted assistance in extended learning opportunities for Academic Support are also shared with parents.

Describe how the school shall **educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff**, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school (ESSA Section 1116[e][3]):

Santiago works with personnel and school leaders to engage with students and families by bridging communication, relationships and building ties with our parents and community through meetings (IEPs, SSTs, parent/teacher meetings, etc) and special night events (Back to School Night, Open House, WASC, AVID Parent Nights, ELAC, SSC, Community Schools Meetings, Parent Engagement/social meetings, sporting events, performances, etc). Communication between staff and families can occur in-person, by zoom, phone call, email and other (Parent Square).

Describe how the school shall, to the extent feasible and appropriate, **coordinate** and integrate parent involvement programs and activities **with other Federal, State, and local programs**, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]):

Santiago will continue to strongly encourage parent involvement in all avenues related to school activities and coordinate with the use of federal, state, and local programs to support activities. Santiago understands and values parent involvement and support in the education of their students. Parent Education is supported by federal and state funds and some local programs are available district-wide or at schools. Family Resource Centers are available in trustee areas and Santiago is next to the Clinton Resource Center for our families. Community Schools is a strategy that requires all stakeholders to be participants in the conversation.

Our School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs.

Parent and Family Engagement Policy was approved by SSC 12/4/24
Parent and Family Engagement Policy was approved by ELAC 2/19/25