SANTIAGO HIGH SCHOOL

MID-CYCLE VISITING COMMITTEE REPORT

12342 Trask Avenue

Garden Grove, CA 92843

December 10, 2025

Visiting Committee Members

Nadine Elwood, Chairperson

Vice-President, WASC

Mid-Cycle Visit Rationale Statement:

The Visiting Committee notes: *Santiago High School is on a road of success with a wonderful admin team and staff. They have also improved proficiency for students over the past three years. The steps and Action Plan development that Santiago High School has taken/takes are appropriate.*

*The **administration** is focused, and the staff understands that by looking at data, they can generate next steps for student improvement. The **principal** spoke of climate and culture with growth. The **Leadership Team** is proud of the community they are creating for the students. All staff continue to grow in systems. There recently was a beautiful community food drive that supported families through some difficult times.*

*They feel like the school is a haven and are proud of their parent involvement. Everyone appreciates the goodness of their teachers and how much students are growing. **Teachers** spoke favorably about their school. They were proud of the open communication, classroom culture, and the resilience of the staff. All agree with the growth areas as noted below. Throughout the process, Santiago High School was open in sharing their strengths and growth areas.*

Santiago High School is a comprehensive public high school serving grades 9–12 in the Garden Grove Unified School District, with a current enrollment of approximately 1,544 students, reflecting a recent decline consistent with regional trends. The school serves a predominantly Hispanic student population **(**approximately 82%**),** with a significant Vietnamese community **(**approximately 13%**),** and a high-need student body, with over 90% of students qualifying for free or reduced-price meals**.** As a Title I school, Santiago educates a substantial number of English Learners **(**approximately 460 students, including

Long-Term English Learners**)** and students receiving special education services across both mild/moderate and moderate/severe programs.

Guided by its mission to provide an equitable education while maintaining high expectations for academic achievement and citizenship, Santiago offers a rigorous, standards-based curriculum supported by comprehensive academic and social-emotional supports. Recent instructional efforts have focused on increasing rigor, consistency across disciplines, and targeted support for English Learners, contributing to improved SBAC outcomes, including growth in English Language Arts and Mathematics and a rebound in 11th-grade performance**.** Students are supported through multiple postsecondary pathways, including Advanced Placement courses, Career Technical Education pathways, and dual enrollment opportunities through the Early College Academy, with over 80% of graduates enrolling in a two- or four-year college and more than 40% of seniors completing a CTE pathway. Through ongoing reflection and data-informed decision-making, Santiago High School continues to demonstrate a commitment to continuous improvement aligned with WASC quality indicators.
Overall, Santiago has done an excellent job thoughtfully responding to significant changes, prioritizing student and family needs, and strengthening systems of support to foster a safe, inclusive, and supportive school community.

Goal 1 – PLC Data Use:
PLCs strengthened collaboration and common assessment development, with improved data discussions using site, district, and state measures to guide instruction and targeted interventions, including first-year support through CORE-BTSC.

Goal 2 – Rigor & Lifelong Success:
Staff deepened instructional rigor and productive struggle through sustained PD, Rigor Walks, and data monitoring, resulting in schoolwide and subgroup growth in SBAC, CAST, and ELPAC outcomes.

Goal 3 – CAV Time Effectiveness:
CAV Time was reviewed and refined through data, surveys, and PDSA cycles, leading to clearer best practices and plans for increased structure and effectiveness beginning in 2025–2026.

Santiago increased parent engagement, strengthened student connection and school spirit through expanded clubs and activities, and used student voice and Community Schools feedback to inform program changes, including improvements to CAV Time and the addition of new courses aligned to student interest.

Strengths

1. The school community at Santiago High School has a strong commitment to school improvement.
2. Santiago High School leadership and staff have worked hard to further develop their instructional practices.
3. Santiago High School educators are qualified and experienced.
4. Santiago High School has a welcoming, inclusive, and respectful environment.
5. Santiago High School data demonstrates increasing proficiency for student outcomes and transitions.

Growth Areas

- **Data-Informed Instructional Decision Making**

Continue to strengthen the ability to analyze multiple data sources (formative, summative, and behavioral) to identify trends, monitor student progress, and adjust instruction to improve student outcomes.

- **Student Connection and School Engagement**

Continue to increase intentional practices that build strong relationships and foster a sense of belonging, ensuring students feel connected to their teachers, peers, and the broader school community. CAV time.

- **Rigorous Critical Thinking and Higher-Level Learning**

Expand and implement the use of instructional strategies that promote higher-order thinking, problem-solving, and application of knowledge through challenging, standards-aligned tasks and questioning techniques.

- **Coaching Mindset with Differentiated Support**

Further implement instructional coaching practices that support educators as learners, emphasizing differentiation, feedback, and reflective practice to meet diverse student and teacher needs.