School Year: **2026-27**



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		6-16-26

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)

X 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.

Table of Contents

SPSA Title Page 1
Purpose and Description....2
Table of Contents....3
Funding 5
Educational Partner Involvement 5
Comprehensive Needs Assessment....6
Resource Inequities 7
School and Student Performance Data 8
Student Enrollment....8
CAASPP Results....10
ELPAC Results 14
Student Population....17
Overall Performance 19
Academic Performance....21
Academic Engagement 30
Conditions & Climate....33
Section A: Goals, Action Steps & Proposed Expenditures 36
Section B: Parent and Family Engagement 84
Section C: Budget Summary....93
Budget Summary 93
SECTION D: Title I EXPENDITURES....94
SECTION D: 2025-2026 CAPITAL OUTLAY AND EQUIPMENT....97
SECTION D: LCFF EXPENDITURES 98
SECTION D: TSI, ATSI, CSI, and EQUITY MULTIPLIER EXPENDITURES 101
SECTION D: CATEGORICAL PERSONNEL 102
SECTION D: Prop. 28 Arts and Music Expenditure Plan....105
SECTION D: WASC Goals 111

SECTION E: SCHOOL SITE COUNCIL (SSC) ROSTER 114

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.

2026-27 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. In addition, course-alikes should align grading rubrics and grading practices. (Goal 1A 1-3)
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. Mid-term visit- Expand & Implement the use of instructional strategies to promote higher-order thinking, problem-solving, and application of knowledge through challenging, standards-aligned tasks and questioning techniques. Further implement instructional coaching practices that support educators as learners, emphasizing differentiation, feedback, and reflective practice to meet diverse student and teacher needs.
3. Staff develops a method to measure the effectiveness of CAV Time to support student growth. Mid-term visit: Continue to increase intentional practices that build strong relationships and foster a sense of belonging, ensuring students feel connected to their teachers, peers, and thr broader school community. CAV Time Committee will continue to evaluate students and staff needs and concerns for continued improvement.

Santiago showed growth in most areas on the 2025 CA Dashboard. However, areas of focus for continued years include closing the gaps between All students and various subgroups, especially our English Learners and students in Special Education. In addition, more of our English Learners are in the scoring of 2-3 on ELPAC. Santiago will continue to focus on Literacy and WICOR strategies to support EL and all learners. In addition, our Asian Subgroup and students with disabilities did decline in Math. Focus should continue on elevating the mathematical skills of students.

According to the 2024 CA Dashboard and 2025, Santiago showed growth in the number of students that are college ready (from 48.8% to 55% of all students). We also saw an increase in English Learners (from 20.7 to 32.3%) and LTEL (from 22.2% to 34.2%). Santiago will continue focusing on closing the gaps.

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.

Not Applicable - [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.]"

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.17%	0.24%	0.39%	3	4	6
Asian	13.27%	13.10%	13.23%	239	218	206
Filipino	0.39%	0.24%	0.39%	7	4	6
Hispanic/Latino	83.62%	83.47%	82.34%	1506	1389	1282
Pacific Islander	0.56%	0.42%	0.45%	10	7	7
White	1.39%	1.50%	1.99%	25	25	31
Multiple/No Response	0.33%	0.42%	0.32%	6	7	5
			Total Enrollment	1801	1664	1557

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	422	378	383
Grade 10	447	421	373
Grade 11	459	408	397
Grade 12	473	457	404
Total Enrollment	1,801	1,664	1,557

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	597	518	470	32.4%	33.1%	30.2%
Fluent English Proficient (FEP)	27	32	791	1.1%	1.50%	50.8%
Reclassified Fluent English Proficient (RFEP)		830		47.6%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	469	448	385	455	446	379	455	446	379	97.0	99.6	98.4
All Grades	469	448	385	455	446	379	455	446	379	97.0	99.6	98.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2598.6	2574.6	2598.6	27.03	22.42	27.70	30.77	28.48	30.08	21.32	22.20	21.11	20.88	26.91	21.11
All Grades	N/A	N/A	N/A	27.03	22.42	27.70	30.77	28.48	30.08	21.32	22.20	21.11	20.88	26.91	21.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.62	21.08	22.43	59.78	53.36	61.74	15.60	25.56	15.83
All Grades	24.62	21.08	22.43	59.78	53.36	61.74	15.60	25.56	15.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	31.87	25.62	32.98	47.69	46.74	44.06	20.44	27.64	22.96
All Grades	31.87	25.62	32.98	47.69	46.74	44.06	20.44	27.64	22.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.75	13.68	14.25	72.09	70.63	73.35	15.16	15.70	12.40
All Grades	12.75	13.68	14.25	72.09	70.63	73.35	15.16	15.70	12.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	23.96	22.20	25.33	62.42	60.31	58.58	13.63	17.49	16.09
All Grades	23.96	22.20	25.33	62.42	60.31	58.58	13.63	17.49	16.09

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	470	447	385	446	444	380	446	444	379	94.9	99.3	98.7
All Grades	470	447	385	446	444	380	446	444	379	94.9	99.3	98.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2545.8	2540.2	2560.3	6.05	8.33	12.14	16.82	14.86	17.15	31.39	24.10	27.18	45.74	52.70	43.54
All Grades	N/A	N/A	N/A	6.05	8.33	12.14	16.82	14.86	17.15	31.39	24.10	27.18	45.74	52.70	43.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.31	10.36	14.51	41.70	39.86	45.38	47.98	49.77	40.11
All Grades	10.31	10.36	14.51	41.70	39.86	45.38	47.98	49.77	40.11

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.76	10.36	13.98	59.42	58.78	50.40	29.82	30.86	35.62
All Grades	10.76	10.36	13.98	59.42	58.78	50.40	29.82	30.86	35.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.30	9.91	11.35	67.49	61.71	62.53	24.22	28.38	26.12
All Grades	8.30	9.91	11.35	67.49	61.71	62.53	24.22	28.38	26.12

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1540.3	1526.0	1535.1	1528.5	1511.4	1528.9	1551.8	1540.2	1540.9	162	144	105
10	1555.1	1542.1	1538.9	1551.3	1529.8	1532.8	1558.4	1553.9	1544.5	155	149	130
11	1552.7	1537.1	1558.5	1545.1	1529.7	1557.3	1559.7	1544.0	1559.2	154	132	118
12	1559.0	1549.1	1542.6	1552.5	1548.3	1538.1	1565.0	1549.4	1546.7	136	147	143
All Grades										607	572	496

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.58	8.33	6.67	34.57	36.11	42.86	30.86	26.39	31.43	20.99	29.17	19.05	162	144	105
10	15.48	16.78	13.85	41.94	33.56	37.69	31.61	26.85	30.77	10.97	22.82	17.69	155	149	130
11	12.99	11.45	15.38	34.42	30.53	36.75	34.42	29.77	31.62	18.18	28.24	16.24	154	131	117
12	12.50	14.58	11.35	38.97	31.94	30.50	32.35	28.47	36.88	16.18	25.00	21.28	136	144	141
All Grades	13.67	12.85	11.97	37.40	33.10	36.51	32.29	27.82	32.86	16.64	26.23	18.66	607	568	493

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	24.69	18.75	21.90	36.42	37.50	42.86	22.84	22.22	18.10	16.05	21.53	17.14	162	144	105
10	29.03	28.86	25.38	41.29	33.56	40.00	19.35	14.77	15.38	10.32	22.82	19.23	155	149	130
11	22.08	26.72	36.75	42.86	35.11	33.33	22.73	15.27	18.80	12.34	22.90	11.11	154	131	117
12	32.35	29.86	26.95	37.50	36.81	38.30	18.38	15.97	17.02	11.76	17.36	17.73	136	144	141
All Grades	26.85	26.06	27.79	39.54	35.74	38.54	20.92	17.08	17.24	12.69	21.13	16.43	607	568	493

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.02	3.47	4.76	24.69	27.78	21.90	35.80	31.94	33.33	31.48	36.81	40.00	162	144	105
10	9.03	12.08	6.15	23.87	25.50	21.54	45.16	32.89	45.38	21.94	29.53	26.92	155	149	130
11	5.84	6.87	6.84	21.43	8.40	17.95	44.81	43.51	44.44	27.92	41.22	30.77	154	131	117
12	5.88	3.47	4.96	22.79	18.75	12.06	43.38	40.28	44.68	27.94	37.50	38.30	136	144	141
All Grades	7.25	6.51	5.68	23.23	20.42	18.05	42.17	36.97	42.39	27.35	36.09	33.87	607	568	493

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	12.35	4.86	4.76	66.67	63.89	66.67	20.99	31.25	28.57	162	144	105
10	17.42	13.42	10.00	69.68	69.13	61.54	12.90	17.45	28.46	155	149	130
11	8.44	5.34	8.55	66.23	60.31	64.10	25.32	34.35	27.35	154	131	117
12	11.76	7.64	6.38	69.12	59.03	53.19	19.12	33.33	40.43	136	144	141
All Grades	12.52	7.92	7.51	67.87	63.20	60.85	19.60	28.87	31.64	607	568	493

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	54.66	54.55	68.57	29.19	22.38	17.14	16.15	23.08	14.29	161	143	105
10	65.58	55.70	67.69	25.97	19.46	16.15	8.44	24.83	16.15	154	149	130
11	66.23	61.07	76.92	23.84	19.85	13.68	9.93	19.08	9.40	151	131	117
12	64.71	67.83	75.18	22.79	18.18	11.35	12.50	13.99	13.48	136	143	141
All Grades	62.62	59.72	72.21	25.58	19.96	14.40	11.79	20.32	13.39	602	566	493

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	12.96	13.19	7.62	46.30	35.42	38.10	40.74	51.39	54.29	162	144	105
10	16.77	22.15	11.54	50.32	35.57	51.54	32.90	42.28	36.92	155	149	130
11	8.44	6.87	9.40	44.81	33.59	43.59	46.75	59.54	47.01	154	131	117
12	10.29	7.64	7.09	49.26	44.44	39.01	40.44	47.92	53.90	136	144	141
All Grades	12.19	12.68	8.92	47.61	37.32	43.20	40.20	50.00	47.87	607	568	493

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	1.40	0.00	82.72	75.52	81.90	17.28	23.08	18.10	162	143	105
10	0.65	2.01	0.77	87.74	78.52	80.77	11.61	19.46	18.46	155	149	130
11	15.58	7.63	7.69	68.18	73.28	77.78	16.23	19.08	14.53	154	131	117
12	14.71	6.25	7.80	73.53	70.83	73.05	11.76	22.92	19.15	136	144	141
All Grades	7.41	4.23	4.26	78.25	74.60	78.09	14.33	21.16	17.65	607	567	493

School and Student Performance Data

Student Population

The 2025 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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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1664	**93%**	**31.1%**	**0.4%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	518	31.1%
Foster Youth	7	0.4%
Homeless	38	2.3%
Socioeconomically Disadvantaged	1548	93%
Students with Disabilities	227	13.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	0	0.0%
Asian	218	13.1%
Filipino	4	0.2%
Hispanic	1389	83.5%
Two or More Races	7	0.4%
Pacific Islander	7	0.4%
White	25	1.5%

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	1

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Green	Orange	Orange
17.7 points above standard	67.8 points below standard	100.6 points below standard
Increased 19.7 points	Increased 10 points	Increased 22.1 points
375 Students	148 Students	88 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
0 Students	93.4 points below standard	13.8 points above standard
	Declined 45 points	Increased 17.8 points
	14 Students	348 Students

Students with Disabilities	African American	American Indian
		
Orange	No Performance Color	No Performance Color
114.7 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 9.9 points	2 Students	
56 Students		

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Green
90.3 points above standard	Fewer than 11 students - No Data for Privacy	5.1 points above standard
Increased 11.8 points	1 Student	Increased 22 points
48 Students		313 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		9 Students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	2	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Yellow	Red	Orange
67.8 points below standard	141.3 points below standard	179.1 points below standard
Increased 16.3 points	Maintained 0.3 points	Increased 5.7 points
380 Students	151 Students	87 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	159.5 points below standard	72.3 points below standard
	Declined 40.1 points	Increased 13.9 points
	14 Students	352 Students

Students with Disabilities	African American	American Indian
		
Red	No Performance Color	No Performance Color
206 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 15 points	2 Students	
57 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Yellow
14.1 points above standard	Fewer than 11 students - No Data for Privacy	82.6 points below standard
Declined 18 points	1 Student	Increased 23.1 points
49 Students		315 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		10 Students

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	1

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Blue	Yellow	Yellow
55.2 science points	42.3 science points	36.7 science points
Increased 5.1 points	Increased 3.2 points	Increased 3.2 points
388 Students	155 Students	89 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Green
0 Students	38.5 science points	54.6 science points
	Declined 3.8 points	Increased 4.9 points
	13 Students	361 Students

Students with Disabilities	African American	American Indian
		
Orange	No Performance Color	No Performance Color
35.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 1.3 points	1 Student	
57 Students		

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Green
67.1 science points	Fewer than 11 students - No Data for Privacy	53.1 science points
Maintained -0.4 points	1 Student	Increased 6.4 points
49 Students		322 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	1 Student	9 Students

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	Yellow
43.4 making progress.	43.7 making progress.
Number Students: 465 Students	Number Students: 366 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.

2025 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**
24.4%	32.3%	2.8%	40.5%

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	0	1

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Green	Yellow	Yellow
Prepared 55%	Prepared 32.3%	Prepared 34.2%
Maintained 1.7%	Increased 4.8%	Increased 3.8%
460 Students	192 Students	158 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Prepared 46.4%	Prepared 54.6%
	Increased 14.3%	Maintained 0.8%
3 Students	28 Students	454 Students

Students with Disabilities	African American	American Indian
		
Yellow	No Performance Color	No Performance Color
Prepared 15.8%	0 Students	0 Students
Increased 9.1%		
76 Students		

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Yellow
Prepared 85.1%	Fewer than 11 students - No Data for Privacy	Prepared 50.3%
Increased 9.3%	2 Students	Maintained 0.4%
67 Students		378 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	2 Students	7 Students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	0

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
		
Green	Green	Green
90.9% graduated	85.6% graduated	93.1% graduated
Maintained 0.1%	Increased 2.6%	Maintained -0.6%
470 Students	202 Students	159 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	75.9% graduated	90.7% graduated
3 Students	Declined 13.4%	Declined 1.3%
	29 Students	464 Students

Students with Disabilities	African American	American Indian
		
Green	No Performance Color	No Performance Color
84.6% graduated	0 Students	0 Students
Increased 5.5%		
78 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Green
92.9% graduated	Fewer than 11 students - No Data for Privacy	90.9% graduated
Increased 4%	2 Students	Maintained -0.6%
70 Students		385 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
2 Students	2 Students	7 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	2	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
		
Green	Yellow	Yellow
3.3% suspended at least one day	6% suspended at least one day	6.2% suspended at least one day
Declined 0.5%	Maintained -0.1%	Declined 0.6%
1769 Students	571 Students	438 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Green
23.1% suspended at least one day	7.9% suspended at least one day	3.5% suspended at least one day
Increased 4.9%	Increased 1%	Declined 0.6%
13 Students	63 Students	1659 Students

Students with Disabilities	African American	American Indian
		
Yellow	No Performance Color	No Performance Color
6.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Declined 0.5%	6 Students	
255 Students		

Asian	Filipino	Hispanic
		
Blue	No Performance Color	Green
0.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.7% suspended at least one day
Declined 0.4%	4 Students	Declined 0.8%
225 Students		1479 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
5.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.7% suspended at least one day
Increased 5.3%	9 Students	Increased 3.7%
19 Students		27 Students

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. In addition, course-alikes should align grading rubrics and grading practices. (Goal 1A 1-3)
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. Mid-term visit- Expand & Implement the use of instructional strategies to promote higher-order thinking, problem-solving, and application of knowledge through challenging, standards-aligned tasks and questioning techniques. Further implement instructional coaching practices that support educators as learners, emphasizing differentiation, feedback, and reflective practice to meet diverse student and teacher needs.
3. Staff develops a method to measure the effectiveness of CAV Time to support student growth. Mid-term visit: Continue to increase intentional practices that build strong relationships and foster a sense of belonging, ensuring students feel connected to their teachers, peers, and thr broader school community. CAV Time Committee will continue to evaluate students and staff needs and concerns for continued improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
1a. State standardized assessments: CAASSP ELA and Math	ELA % Standard Exceeded: 22.42 ELA % Standard Met: 28.48 Math % Standard Exceeded: 8.33 Math % Standard Met: 14.86	ELA % Standard Exceeded: 27.70 ELA % Standard Met: 30.08 Math % Standard Exceeded: 12.14 Math % Standard Met: 17.15	LCAP Goal: Improve

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
1a. State standardized assessment: California Science Test	Met/Exceeded: 26.62%	Met: 5.21% Exceeded: 26.63%	LCAP Goal: Maintain/Improve
1a. District Assessments: T3/Q3 Benchmark ELA and Math	Mastered ELA: 53% Mastered Math: 59%	Mastered ELA: 9th EL 46.13% 10th EL 67.10% 11th EL 44.26% 12th EL 0.00% Mastered Math: Algebra 30.74% Geometry 56.00% Algebra 2 59.49% Algebra 2 Trig. 82.58% Adv. Algebra/ Trig. 50.67%	LCAP Goal: Improve
1a. Report Card: Grades, GPA	2.86	2.86	LCAP Goal: Maintain/Improve
1a. Report Card: D/F Rate	%D: 9%/%F:6%	%D: 9%/%F:5%	LCAP Goal: Improve
1b. State standardized assessments: CAASSP ELA and Math (EL Subgroup)	ELA Met/Exceed: 8% Math Met/Exceed: 5%	ELA Met: 27.56% ELA Exceed: 29.92% Math Met: 12.07% Math Exceed: 17.06%	LCAP Goal: Improve
1b. State English Learner Assessment: ELPAC Level 4	Overall: 13%	Overall: 12%	LCAP Goal: Maintain/Improve
1b. District Assessments (EL Subgroup): T3/Q3 Benchmark ELA and Math	Mastered ELA: 9th EL 16%	Mastered ELA: 9th EL 10.10%	LCAP Goal: Improve

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
	10th EL 35% 11th EL 18% 12th EL 15% Mastered Math: Algebra 46% Geometry 48% Algebra 2 58% Algebra 2 Trig. 92% Adv. Algebra/ Trig. 35%	10th EL 22.32% 11th EL 16.19% 12th EL 11.43% Mastered Math: Algebra 14.42% Geometry 40.95% Algebra 2 42.62% Algebra 2 Trig. 42.62% Adv. Algebra/ Trig. 80.00%	
1b. Report Card: Grades, GPA (The Average GPA for English Learners)	2.45	2.42	LCAP Goal: Improve
1b. Report Card: D/F Rate (EL Subgroup)	D/F Rate (EL Subgroup): %D: 13.8%/%F:9.8%	D/F Rate (EL Subgroup): %D: 14%/%F:9%	LCAP Goal: Improve
1b. Reclassification Rate (EL)	9.3%	7%	
1b. Reclassification Rate (Long Term English Learner)	Overall: 37.93%	Overall: 44%	LCAP Goal: Maintain/Improve
1b District Writing Assessment (EL)		Pass Rate: 36%	
1b. District Writing Assessment (Long Term English Learner)	Pass Rate: 34.8%	Pass Rate: 35%	LCAP Goal: Maintain/Improve
1c. Annual District Survey: Self-Management/Self-Regulation	3.76	3.79	LCAP Goal: Greater than or Equal to 3
1c. Annual District Survey: Scholarly Habits	3.55	3.67	LCAP Goal: Greater than or Equal to 3

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
1c. Work Habits	3.15	3.06	LCAP Goal: Greater than or Equal to 3

Annual Title I Programs Review

SPSA Year Reviewed: 2024-2025

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 continuing to come together to monitor and provide feedback in next steps to staff. Academic supports continued as well with the library/tutoring 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 was an area of focus in 2024-2025 among all stakeholders for CAV Time effectiveness to support student learning and recommendations were made to pilot for academic planning in 2025-2026. Teachers continue to utilize a variety of formative supports (in class assignments, projects, IAB practice tests) to gauge student learning and adjust learning needs. Santiago continues 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 conducts surveys with all stakeholder groups based on current topics for school improvements. 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 as well as 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 EL and LTEL 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. AVID Tutors are utilized to provide tutorial and organizational support in AVID Elective classes.
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 and as a result, we experience increases in school-wide State testing among our 11th graders overall and a majority of subgroups in English, Math and Science. Our overall ELA SBAC scores increased from 51% to 58% proficient; Math SBAC raised from 23% to 29%, overall science CAST scores rose from 27% to 32% and our AP Pass rate rose from 67% to 72%. Within our subgroups, we did have a decrease in our EL and Students with Disabilities in Math and will continue to focus upon them with IABS and classroom supports. While we continue to support our EL/multi-language learners with effective strategies and the EL progress monitoring, we experienced a slight decrease in an overall 4 achievement (meet/ exceeded) on the ELPAC but an increase in 3 score (nearly meeting). Our students in level 1 decreasedand some moved more up in the 2 ranges on the ELPAC. This does show some progress from our students in the early stages of English Language fluency. The district also has provided tutoring opportunities with Khanamigo and with 24/7 Varsity support piloted last year, 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. AMES/Prop 28 funding has been helpful in the support of our Visual and Performing Arts classes.
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.).	CAV Time for 25-26, new programs were added (Criminal Justice Pathway, Dance for PE). 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. CAV Time for 2025-2026 has set up a structured Mondays CAV Connect for students to sign up for their CAV Time for the week as well as be provided upcoming highlights of the events for the week. This assists with time management and allows students time to reflect on the best class to sign up for CAV Time. CORE continues to evaluate its program in 9th grade student support. Instead of six pull out days, we have condensed our time and focus within three days. A pilot for CORE for 2026-2027 is being considered for summer, 2026 at Santiago to help with the transition of targeted incoming freshmen. Diffit on-line program is being used 2nd semester of 25-26 as a way to differentiate instructional material for EL and all students to access core standards. Administration and counselors work with individual students on their progress and meet with parents over concerns. New academic classes, such as Dance has been introduced as a new elective/PE credit opportunity. A Criminal Justice Pathway has been introduced to Santiago for 2025-2026 and will continue next year.

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.
8. Rigor walks are completed on site to determine best practices for productive struggle and identify areas of growth.

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: 15,306			Description of Expense: Contigency (10733) Contract repairs (4573)

LCFF Amount: 22,196			Description of Expense: Contigency ($13,132) Contract Repairs ($9,064)

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: 35,775		Description of Expense: Staff Development Contigency (35775)

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, ECA & CTE Dual Enrollment Support, and Summer Bridges for various programs (ECA, AVID, CORE,etc). 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). Counselor support and focus on A-G by utilizing CCGI, CTE, and the 4 year plan with students.

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. BGC provides Academic and SEL Support.

College and Career Readiness ELOs- College Boost supports, assistance with applications, FAFSA, and College Personal Interests questions (PIQs). BGC supports Working Wardrobes and SHS Financial Literacy ELO Workshops are available. Girls Inc and Stepping Up provide community support for college/career mentor as well as Simon Scholar. BGC provides KEYSTONE club for seniors as well.

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: 8,964		Description of Expense: Materials & Supplies & Other (8964)
LCFF Amount: 2,052		Description of Expense: Materials & Supplies ($2,052

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

Project Kinship, ASPIRE, BGC, and the CORE program provide academic support, mentorship as well as SEL 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: 93,163		Description of Expense: Instructional aide (93,163)
LCFF Amount: 22,000		Description of Expense: VAPA Coaches- Choir, Instrumental

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:
22,466		Sc Testing Assistant ($22,466)

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 refining our approach as a 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 information on EL's include SBAC, ELPAC & AMAO(Annual Measurable Achievement Objectives), Benchmark exams, surveys, and District Writing Assessments (DWAs).
2 – Introduce and understand the ELD standards and the strategies to best support students.
3 - Provide Literacy support and services for EL's, which may include in-class support, extended learning opportunities, and socio-emotional support.
4 – Attend EL Training to support 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 both English Learners & parents understand steps and 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 Check for Understanding 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.

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. Educational Tech Coordinators on on site for training of staff and to support instruction in classroom.

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: 45,777		Description of Expense: Tech Support Specialist ($45,777)

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)

Santiago showed growth in most areas on the 2025 CA Dashboard. However, areas of focus for continued years include closing the gaps between All students and various subgroups, especially our English Learners and students in Special Education. In addition, more of our English Learners are in the scoring of 2-3 on ELPAC. Santiago will continue to focus on Literacy and WICOR strategies to support EL and all learners. In addition, our Asian Subgroup and students with disabilities did decline in Math. Focus should continue on elevating the mathematical skills of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
2a. Attendance Rate	93.60%	95.00%	LCAP Goal: Improve
2a. Chronic Absenteeism	16.10%	17.80%	LCAP Goal: Improve
2a. Dropout Rate	8.90%	7.8	LCAP Goal: Improve
2a. Graduation Rate	90.70%	90.60%	LCAP Goal: Improve
2a. Annual District Survey: Growth Mindset, Self-Efficacy, Expectations	3.92	3.98	LCAP Goal: Greater than or Equal to 3
2b. Annual District Survey: Social Awareness, Emotional Care, Sense of Belonging and School Connectedness	3.79	3.86	LCAP Goal: Greater than or Equal to 3
2b. Citizenship Grade	3.41	3.3	LCAP Goal: Improve
2c. Annual District Survey: Climate of Support for Academic Learning, Discipline	3.78	3.89	LCAP Goal: Greater than or Equal to 3

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
and Norms, Safety, Facilities Maintenance			
2c. Suspension Rate		3.30%	LCAP Goal: Less than or Equal to 3.5%
2c. Expulsion Rate		0.06%	LCAP Goal: Greater than or Equal to 0.1%
2c. Survey (Parents): Student Climate Overall, Adult Climate Overall	4.12	4.47	LCAP Goal: Greater than or Equal to 3
2c. Staff Survey: Student Climate Overall, School Staff Climate Overall	4.19	4.2	LCAP Goal: Greater than or Equal to 3
2C: Stability Rate	90.00%	89.50%	LCAP Goal: Improve

Annual Title I Programs Review

SPSA Year Reviewed: 2024-2025

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 increased to positive, our chronic absentee rate slightly raised as well. More students are coming to school, however, a portion of some students are chronically absent. 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. Santiago also works with different programs for some students who require an alternative setting versus a comprehensive high school. In addition, Santiago communicates with our Community Outreach through our office and an ASPIRE outreach worker to make home visits. Graduation rates did decrease slightly (-.10), however, some of this information could be related to students who transferred as an English Learner and were 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 signed up for a fifth year to reach graduation status. Santiago supports these students who required a different time table to graduate. Santiago did experience a decrease in our drop out rate. 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 workshop 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. This is done though Club Rush, 8th grade Visit, and social media to alert students of upcoming events. 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. AVID Tutors are hired to support AVID students and RS Ctr for self-regulatory schools.
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, attend school consistently, and remain engaged at school. Santiago continues to reach out to parents and students with available site and district resources to support our students. The community schools coach and our community liaisons are a great support to work with our families. At the end of 2024-2025, the CAVs Committee re-established and set up new guidelines for student supports for the 2025-2026 school year.

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 Extended Learning Opportunities, CORE program, and increase parent engagement at the school. Starting in 2025-2026, Santiago has created separated times for our COST- Student Supports meetings between Administration, Counselors, Social Workers, ASPIRE attendance and any other supports in place. This has created more focused meetings. To improve communication of school functions and announcements, Santiago shares a CAVS Connect presentation each Monday to communicate pcoming events. Community Schools is working on streamlining communication for the 3 identified priorities. For the summer of 2026, CORE and GGUSD will work in conjunction on a PILOT to help a select group of incoming freshmen participate in a 3 week summer school program aimed at building skills in Algebra, Humanities, and Social Skills. In addition, students will build relationships with staff and students and have the opportunity to earn 5 elective credits.

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, Promotion from ASB on involvement in clubs and/or sports, recognition of sports and activites, and recognition of student achievements academically, civic-mindedness, and social situations.

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, Students Reclassified as English Proficient (RFEP), 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. Recognition of students earning SBAC.

End of Sports Season 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 (ELOs) 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 Worker/ Site- Based Counseling and services, BGC counseling
-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: 24,271		Description of Expense: Health Asst. (24271
LCFF Amount: 20,538		Description of Expense: Health Assistant ($20,538)

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 (8th grade visit, Freshmen Orientation, presentations at feeder schools).

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. CAVS Connect on Mondays

Academic Recognition of students and/or academic clubs (Academic Decathlon, MESA, Psych AP Bowl)

Community Resources for involvement and support- Community Schools, Stepping Up, Girls Inc.

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 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
STOPit to report concerns.

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 & Interactive Assemblies (i.e. BMX)
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.

Parent & Community opportunities for engagement or support- Community Schools, Lunch on the Lawn, Community Food Drives, Lemonade Stand for Business Math support, College Signing Day, Parent of the Month Recognition

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:
87,542		School Comm Liaisons ($87,542)

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 Essentials: 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 may occur 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: 24,630		Description of Expense: School Comm Liaison (21052) Parent Ed set aside (3578)

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.

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:		Description of Expense:
43,466		Campus Safety Assistant

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

Site Committees to review consistency and relevance in all areas

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 (Groundsell)/ 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). Additional resources may include Community Outreach Resources for Donations and Food (Community Food Drives), MESA Academic Support (ELO), Stepping Up and Girls Inc, Credit Union for ELOs on Financial Literacy, Military partnerships, and partnerships with Colleges.

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 and 2025, Santiago showed growth in the number of students that are college ready (from 48.8% to 55% of all students). We also saw an increase in English Learners (from 20.7 to 32.3%) and LTEL (from 22.2% to 34.2%). Santiago will continue focusing on closing the gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
3a. a-g Rates	56.10%	55.50%	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	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%	SBAC ELA 4 College Readiness: 29.92% SBAC Math 4 College Readiness: 17.06% Conditionally Ready SBAC Math 3: 12.07% Conditionally Ready SBAC ELA 3: 27.56%	LCAP Goal: Maintain/Improve
3a. PSAT Exams	Read/Write: 413 Math: 427 Total Score: 840	Read/Write: 439 Math: 428 Total Score: 867	PSAT LCAP Goal: Maintain/Improve
3a. SAT Exams	Read/Write: NR Math: NR Total Score: NR	Read/Write: 583 Math: 613 Total Score: 1196	SAT LCAP Goal: Total Score – Maintain/Improve SAT LCAP Goal: Critical

Metric/Indicator	Baseline Year: 2023-2024	Actual Outcome Year: 2024-2025	Expected Outcome
			Reading/Writing: (>or = 480) SAT LCAP Goal: Math: (>or = 530)
3a. Advanced Placement	Number of AP Students: 439 Number of Exams: 804 AP Pass Rate: 70.55 Average Score: 2.7	Number of AP Students: 479 Number of Exams: 990 AP Pass Rate: 72.93% Average Score: 3.28	LCAP Goal: Maintain/Improve
3b. College Enrollment Rates -Overall postsecondary enrollment -At 4-Year College or University -At 2-Year College	Overall postsecondary enrollment: 72% At 4-Year College or University: 34% At 2-Year College: 38%	Overall postsecondary enrollment: 66% At 4-Year College or University: 27% At 2-Year College: 39%	LCAP Goal: Maintain/Improve
3b. Persistence Rate (Freshman to Sophomore persistence) -Overall -At 4-Year College or University -At 2-Year College	Overall: 78% 4-Year: 90% 2-Year: 68%	Overall: 81% 4-Year: 94% 2-Year: 71%	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: 12% 4-Year Degree: 39% Adv. Degree: 27%	LCAP Goal: Maintain/Improve

Annual Title I Programs Review

SPSA Year Reviewed: 2024-2025

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?).	From 2024-2025, Santiago experienced an increase in the number of students for EAP-Early Academic Progress/ College Readiness for English and Mathmatics based upon the increase in SBAC scores in both areas as well. Santiago also shows an increase in PSAT exam scores in Read/Writing with a slight increase in Math. While we did not have SAT exams from 2023-2024, our 2024-2025 SAT scores exceeded the recommended goal. In addition, we saw another increase from the previous year from students who participated in AP exams and an increase in the average score and AP Pass rate. Santiago continues to provide effective instruction based upon training supported by site, district, and in-services to support students. Despite the increase in scores, we did see a decrease in the number of seniors reporting enrollment in a 4-year college and a slight increase in enrollment in a 2-year college. For students enrolled in college, persistence rates did increase letting us know we are continuing to help ready students for college by teaching them the academic skills to allow them to access curriculum and teaching them to persist in their studies. 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 24-25 and the

	25-26 school year. Early College Academy students continue with graduating seniors having the opportunity to earn college credits, 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.	For the past few years, Santiago has worked with students on persistence and resiliency for thosein challenging situations. Counselors and teachers work with students to encourage A-G classes, graduation status, and completion of CTE pathways. Transcript audits are conducted each year. 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 during the past few years and during 2025-2026. Santiago continues to focus upon engagement in school between clubs, activities, ELOs, special programs, and 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. 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. 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. Santiago held its Mid-WASC review in 2025-2026 with only favorable comments to continue our trajectory and goals we have set. Due to closing the gaps in academic achievement among our students, Santiago was recognized as a CA Distinguished School for the 2025-2026 school year.

Explain any prior year action steps that were not implemented as described (including differences between proposed expenditures and actual expenditures).	Santiago continues to evaluate its strategies to reach all students.
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.).	For the past few years, Santiago has worked on identifying a school-wide agreement of RIGOR/ productive struggle as well as increasing academic discussions in class. Instructional Leadership Team walks began in the Spring 23-24 and continued during the Fall and Spring of the 2024-2025 and 2025-2026 school year with a focus on Productive Struggle. Discussions on WICOR strategies in daily lessons, collaboration, analyzing data to guide instruction, differentiating instruction for the current levels of students, and the focus on RIGOR/ Productive struggle will continue for 2026-2027.

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). 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 celebrating seniors usually in April or May. District senior survey helps guide counselors on who to talk to for their future and planning.

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. District Senior Tracker reviews where students attend and their persistence rates.

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 marquee, announcements, and Sunday Newsletter. Collage lightpole banners are based upon each school's students.

Counselors lead CCGI lessons each year for students. Simon Scholarships and Girls Inc offer Internships and monthly college workshops for students. CTE Internships are available for students. Coastline community partnerships with our science/MESA 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: 5,000			Description of Expense: Subs for field trips to colleges
LCFF Amount: 24,000			Description of Expense: Buses and Hotels for AVID Trips

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

Middle school AVID Excel 7-8 students are transitioned into AVID 9. Counselors provide a 1:1 planning with each student in each grade.

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. Freshmen success programs are used to keep students engaged with summer course opportunities, being possibly selected for ASB, and some CORE students being selected for AVID.

College Outreach opportunities when universities visit to meet 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 record, 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. Teacher consultation is used for support.

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.

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

College Readiness can be reviewed through College Board. CCGI helps students work on readiness with counselors

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.

Continued 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. This may include career oriented clubs on 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.

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
- Support seniors for senior costs (Cap/gown, AP tests, senior activities).
- Alumni supports VAPA department

--Alumni has helped Community Food ddrives

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 jointly develops 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 accessible 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, posted in the school office, 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.

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 conducts 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 with 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.

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 offers opportunities for regular parent meetings to provide suggestions and to participate in decisions relating to the education of their children. 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 meetings 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, staff, and community partners with various meetings.

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 are available for all parents upon request. Our school involves parents at these meetings in the process in an organized, ongoing, and timely way. Parents are notified 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 August/September each year. 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.

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 guidance of the district, provides assistance to parents in understanding topics such as the following: a) the state's academic content standards; b) the state's student academic achievement; 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 school's webpage, and at other committee meetings (Title I, SSC, ELAC). Targeted assistance in extended learning opportunities for academic support are also shared with parents.

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 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/Parent Social Circle 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 federal, state, and local programs to support these activities. Santiago values parent involvement in their students' education. 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.

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 1/28/26

Date Parent and Family Engagement Policy was approved by ELAC N/A

Date Parent and Family Engagement Policy was distributed to all parents (e.g. data confirmation, Parent Square message) Spring 2026 Data Confirmation

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)	$357,755
Total State Categorical Funds Provided to the School (LCFF)	$437,743
Total Categorical Funds Allocated to Meet the Goals in the SPSA	$795,498

Summary of Expenditures

SCHOOL GOAL 1A-1C	
TITLE I	153,208
SITE-LCFF	114,491

SCHOOL GOAL 2A-2C	
TITLE I	48,901
SITE-LCFF	151,546

SCHOOL GOAL 3A-3B	
TITLE I	5,000
SITE-LCFF	24,000

Total Allocation	
TITLE I	357,755
SITE-LCFF	437,743

Total Expenditures	
TITLE I	207,109
SITE-LCFF	290,037

Balance	
TITLE I	150,646
SITE-LCFF	147,706

SECTION D: Title I EXPENDITURES

Total Budget from Budget Planning Tool	357,755
Proposed Cost	207,109
Available Balance	150,646

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Estimated Costs with Benefits Calculations:	**Estimated Cost for Additional Part-Time Positions:**
Teacher hourly (extra duty): $82 Substitute daily (normal sub rate): $282 Presenter: $102 Community Liaison hourly: $37 Average Classified hourly (extra duty): $35 Tutor/Mentor hourly (extra duty): $27 Mental Health Specialist: $58 Athletic Trainer: $44 Counselor (extra duty): $87 Social Worker (extra duty): $87	Instructional Aide: $21,920 Tech Support Specialist: $30,352 Community Liaison: $23,698 School Office Clerk: $26,093 Health Assistant: $22,010 Library Media Tech: $22,010

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

Item Requested	Justification	Item(s) Cost	K-12 Ed Svs Notes
Goal 1			
1. Contigency (10733) Contract repairs (4573)	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.	10733 4,573	

Item Requested	Justification	Item(s) Cost	K-12 Ed Svs Notes
2. Staff Development Contigency (35775)	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).	35,775	
4. Materials & Supplies & Other (8964)	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).	8,964	$5,966 Y7200752 so 6/10/26
5. Instructional aide (93,163)	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).	93163	
5. Health Asst. (24271	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.	24,271	
10. School Comm Liaison (21052) Parent Ed set aside (3578)	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.	21052 3578	
1. Subs for field trips to colleges	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.	5000	

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K-12 Ed Services	**Office of Elementary/Secondary Education**

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)
4400	chromebooks	Title I	Goal 1C# 2. Technology	100	40,000	
4400	elmos	Title I	Goal 1C# 2. Technology	3	2000	
4400	printers	Title I	Goal 1C# 2. Technology	4	3000	
4400	laptops	Title I	Goal 1C# 2. Technology	10	20,000	

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: LCFF EXPENDITURES

Total Budget from Budget Planning Tool	437,743
Proposed Cost	290,037
Available Balance	147,706

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Estimated Costs with Benefits Calculations:	**Estimated Cost for Additional Part-Time Positions:**
Teacher hourly (extra duty): $82 Substitute daily (normal sub rate): $282 Presenter: $102 Community Liaison hourly: $37 Average Classified hourly (extra duty): $35 Tutor/Mentor hourly (extra duty): $27 Mental Health Specialist: $58 Athletic Trainer: $44 Counselor (extra duty): $87 Social Worker (extra duty): $87	Instructional Aide: $21,920 Tech Support Specialist: $30,352 Community Liaison: $23,698 School Office Clerk: $26,093 Health Assistant: $22,010 Library Media Tech: $22,010

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

Item Requested	Justification	Item(s) Cost	K-12 Ed Svs Notes
Goal 1			
1. Contigency ($13,132) Contract Repairs ($9,064)	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.	22,196	
4. Materials & Supplies ($2,052	Goal 1A#4 Materials/Supplies: Support instruction with supply purchases and resources for classroom needs in all content	2,052	

Item Requested	Justification	Item(s) Cost	K-12 Ed Svs Notes
	areas. Student Planners (Site LCFF funds can support all content areas for improved/increased services for targeted populations (educationally disadvantaged youth).		
5. VAPA Coaches- Choir, Instrumental	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).	22,000	
6. Sc Testing Assistant ($22,466)	Goal 1A#6 Assessment and Data Analysis: Use multiple types of assessments to measure achievement and use data to inform instruction.	22,466	
12. Tech Support Specialist ($45,777)	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.	45,777	$1,529 Y7201010 (Apple Mac)
5. Health Assistant ($20,538)	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.	20,538	
9. School Comm Liaisons ($87,542)	Goal 2C#1 Welcoming Climate - Building Relationships with students, parents, and staff.	87,542	
13. Campus Safety Assistant	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.	43,466	

Item Requested	Justification	Item(s) Cost	K-12 Ed Svs Notes
1. Buses and Hotels for AVID Trips	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.	24,000	

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K-12 Ed Services	**Office of Elementary/Secondary Education**

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	

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**

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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	
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		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	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	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 Expenditure Plan

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). GGUSD's request for the 23-24, 24-25, and 25-26 waivers were 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.

Directions: School sites fill in Item(s) Requested, determine if it's for staffing or materials and supplies, and Item(s) cost.

School Site:	Santiago High School

Estimated Costs with Benefits Calculations:
Teacher hourly (extra duty): $83 Average Classified hourly (extra duty): $35

23-24 and 24-25 Materials, Supplies, and Staffing Allocation Due to Waiver

Description	Allocation	Expenditures as of 6/30/25	Remaining Balance
23-24 Waiver Final Allocation 20% and 80%	351,595	149,206	202,389
24-25 Waiver Final Allocation 20% and 80%	318,305	-	318,305
23-24 and 24-25 Carryover	669,900	149,206	520,694

23-24, 24-25, and 25-26 Materials, Supplies, and Staffing Allocation Due to Waiver

Description	Allocation	Cumulative Spending as of 3/19/26	Remaining Balance
23-24 and 24-25 Carryover	520,694	416,636	104,058
25-26 80% Staffing (Waiver Granted) can be spent on staffing, materials, and/or supplies	197,297		197,297
25-26 20% Materials and Supplies Maximum	63,822		63,822
25-26 Total	781,813	416,636	365,177

Total AMS Budget	365,177
Proposed Cost	114,647

Available Balance 250,530

AMS Expenditures

Staffing % 94% **Materials %** 6%

Item(s) Requested	Staffing or Materials/Supplies	Item(s) Cost
1 Dance Teacher- 50%	Staffing	50,000.00
	Material/Supplies	
Drill Coach- Employee Contractor	Staffing	8,500.00
	Material/Supplies	
Choir Choregrapher- Employee contractor	Staffing	6,000.00
	Material/Supplies	
Marching Band Coach(es)- employee contractor	Staffing	5,500.00
	Material/Supplies	
Jazz Band Coach- employee contractor	Staffing	14,000.00
	Material/Supplies	
Drumline Coach(es)- employee contractor	Staffing	9,000.00
	Material/Supplies	
Flags/ Color Guard coach- employee contractor	Staffing	4,500.00
	Material/Supplies	
Band Coaches-(es)- employee contractor	Staffing	10,000.00
	Material/Supplies	
Storage Container for VAPA/Media Arts	Staffing	
	Material/Supplies	7000
Acetylene and cylinder rental	Staffing	
	Material/Supplies	147

Item(s) Requested	Staffing or Materials/Supplies	Item(s) Cost
	Staffing	
	Material/Supplies	
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Item(s) Requested	Staffing or Materials/Supplies	Item(s) Cost
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Item(s) Requested	Staffing or Materials/Supplies	Item(s) Cost
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Item(s) Requested	Staffing or Materials/Supplies	Item(s) Cost
	Staffing	
	Material/Supplies	

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. The following goals were listed from the initial six year WASC visit in March, 2023??? The mid-term visit occurred during the 2025-2026 school year with...

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. Mid-term visit: 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.	Goal 1A 1
2	Staff will prepare students for lifelong success by increasing academic rigor, applying real world skills across all content areas, and providing information on college/career pathways. Mid-term visit- Expand & Implement the use of instructional strategies to promote higher-order thinking, problem-solving, and application of knowledge through challenging, standards-aligned tasks and questioning techniques. Further implement instructional coaching practices that support educators as learners, emphasizing differentiation, feedback, and reflective practice to meet diverse student and teacher needs.	Goal 1A 1-3
3	Goal 3: Review, revise, and continue to measure the effectiveness of CAV Time to support student growth. Continue to review and refine to support rigorous critical thinking and student intervention. Mid-term visit: Continue to increase intentional practices that build strong relationships and foster a sense of belonging, ensuring students feel connected to their teachers, peers, and thr broader school community. CAV Time Committee will continue to evaluate students and staff needs and concerns for continued improvement.	Goal -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

WASC Goal No.	WASC Goal	SPSA Goal No.
	Mid-term report: Continue to increase intentional practices that build strong relationships and foster a sense of belonging, ensuring students feel connected to their teachers, peers, and thr broader school community. CAV Time	

SCHOOL COMMITTEES

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

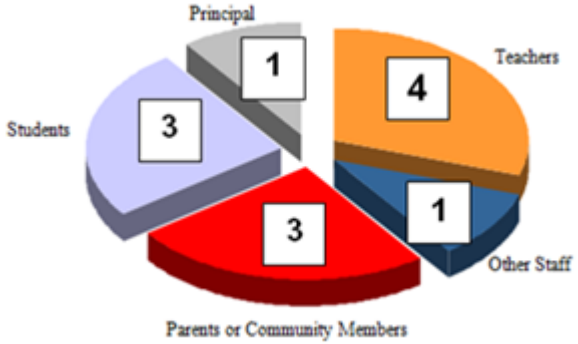
Please submit the School Plan for Student Achievement information to DTS with SSC meeting minutes to document committee requirements including:

- **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.	Jeanne Wu
3.	Jennifer Ballard
4.	Amanda Newcomb
5.	Nicole Doone
	Other Staff
6.	Julie Forsythe, Maricela Montes

NON-STAFF MEMBERS (5)	
	Parents/ Community Members
1.	Gabriela Barajas
2.	Gabriela Gonzalez
3.	Maria Martinez
	Students
4.	Isaiah Alvin Raylo
5.	Thanh Dat Vo
6.	Phoebe Samson,

HOW WERE NOMINATIONS MADE?			DATE
1.	**Teachers**	Paper or Electronic Ballot	08/08/2025 10:00 am
2.	**Other Staff**	Paper or Electronic Ballot	09/04/2025 12:00 am
3.	**Parents**	Paper or Electronic Ballot	08/21/2025 12:00 am

HOW DID VOTING OCCUR?			DATE
1.	**Teachers**	Paper or Electronic Ballot	08/12/2025 12:00 am
2.	**Other Staff**	Paper or Electronic Ballot	09/09/2025 12:00 am
3.	**Parents**	Paper or Electronic Ballot	09/05/2025 06:00 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.

2026-27 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.	Maria Melgoza
2.	Rossi Saldivar
3.	Perla Salgado
4.	Alicia Cabrera
5.	
6.	
7.	
8.	
9.	
10.	

NAME OF PARENTS OF EL STUDENT/S		NAME OF THEIR EL STUDENT/S	STUDENT'S EL STATUS (E.G. EL, RFEP, EO)
1.	Adriana Mendez	Adam De La Trinidad	EL
2.	Jennifer Lopez	Maria Beda Rostro	EL
3.	Yanely Vazquez	Kevin Valencia	EL
4.	Mayra Cruz	Jhosman Y. Lopez	EL
5.	Yahaira Talavera	Sophie Gutierrez	EL
6.	Petra Villa	Carla Rodriguez	EL
7.	Migdalia Macario Quel	Ian Macario Quel	EL
8.	Raquel Martinez	Melissa & Maite	EL, EL
9.	Lucia Romero	Gustavo Romero Villegas	EL
10.	Ecliseria Valente	Matthew Romero	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
10	÷	15	=	50	≥	31.1%

* 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.
Ecliseria Valente, Rossi Saldivar	09112025

HOW WERE NOMINATIONS MADE?	DATE		HOW DID VOTING OCCUR?	DATE
Paper or Electronic Ballot	09112025		Paper or Electronic Ballot	09162025

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):

   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 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:

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	Jeanne Wu		
Teachers	Jennifer Ballard		
Teachers	Amanda Newcomb		
Other Staff	Julie Forsythe, Maricela Montes		
Parents/Community Members	Gabriela Barajas		
Parents/Community Members	Gabriela Gonzalez		
Parents/Community Members	Maria Martinez		
Parents/Community Members			
Parents/Community Members			
Student	Isaiah Alvin Rayos		
Student	Phoebe Samson		
Student	Thanh Dat Vo		

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
Gabriela Mafi, Ed.D.
Superintendent

Christina Pijl	Dr. Heriberto Olive	Melanie Wong	Dr. Huy Tran
Principal	Asst. Principal	Asst. Principal	Asst. Principal

School Safety and English Language Advisory Committee (ELAC) Meeting Minutes

September 11, 2025

1. Welcome and Introductions
   a. Approval of Minutes from April 2, 2025
      i. Mrs. Pijl began the meeting. Dr. Olive, Dr. Tran, Ms. Doone, Ms. Wong, Mrs. Esparza, Ms. Abrego, and Mr. Nguyen introduced themselves.
      ii. Parent attendees introduced themselves: Perla Salgado, Alicia Cabrera Adriana Mendez. Rossi Saldivar, Jennifer Lopez, Yanely Vazquez, Mayra Cruz, Yahara Talavera, Maria Melgoza, Petra Villa, Migdalia Macario, Dwight Beasley, Raquel Martinez, Lucia Romero, Ecliseria Valente, Maricela Castro, Angie Vallafaine Paez
   b. Ms. Pijl about the GGUSD goals and the Comprehensive School Plan
      i. Ms. Pijl shared about the components of the Comprehensive School Plan. Parents had no suggestions.

2. What is ELAC/DELAC
   a. Responsibilities of being an ELAC member/ DELAC representative
      i. Mrs. Pijl explained 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
      i. Mrs. Pijl reviewed the DELAC dates and asked for volunteers. Rossi Saldivar, Perla Salgado, Ecliseria Valente and Dwight Beasley were interested to serve as our SHS DELAC representatives.
   c. On Sept. 11, 2025, self-nominations were taken for ELAC officers. For president, a hand vote was taken for Rossi Saldivar and Maricela Castro. Rossie Saldivar won the vote for President. Maricela Castro was voted as Vice President.

3. Recent Data
   a. Mrs. Pijl shared information about English Learners and how they are tested in 4 domains: listening, speaking, reading, and writing.
   b. Mrs. Pijl reviewed the data for Santiago and compared the performance of the EL student population to that of other schools in the district.
      i. It was noted that EL students struggled with reading and writing. However, they tend to do better in the listening and speaking portions of the ELPAC

4. 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. Our ultimate goal is to get our EL students into a core English Language Arts class.

5. Parent Education Opportunities and Events and Community Schools
    a. Ms. Doone shared about the three priorities of our Community School initiatives.
    b. Ms. Doone also shared about other resources such as School-Based Mental Health awareness as a priority that Community Schools are focusing on to help the families in our community.

6. Tutoring and Extended Learning Opportunities
    a. Ms. Doone shared about before and after-school program that provided academic support for our students.

7. School Safety
    a. Ms. Wong shared about the School Safety plan including the Incident command, reunification expectations and drill dates.

8. Parent Interests
    a. The Parents completed the Needs Assessments survey and had the opportunity to share their interests in upcoming ELAC and/or parent opportunities.

9. Future ELAC Meeting Dates were shared with parents.

10. Adjournment - The meeting ended at 10:30 AM.

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Gabriela Mafi, Ed. D.
Superintendent

Christina Pijl	Heriberto Olive	Melanie Wong	Huy Tran
Principal	Asst. Principal	Asst. Principal	Asst. Principal

English Language Advisory Committee (ELAC)
Agenda

February 10, 2026
Room 207
Time: 9:00 AM

Members Present

I. Ms. Wong called the meeting to order at 9:10 AM.

II. Introductions and Attendance
   a. Parents were given time to review minutes from the 12/10/25 meeting. No changes were requested. Minutes stand as written.

III. Data - Graduation Rates, A-G Rates, CA Dashboard
   a. Ms. Wong shared about the CA Dashboard highlight the growth for EL's in the areas of:
      i. Graduation rate
      ii. College and Career Readiness
      iii. EL Progress

IV. School Plan of Student Achievement (SPSA)
Ms. Wong shared about the following documents and gave parents an opportunity to review them. There were no additional questions or suggestions.
   a. Parent Family Involvement Policy 26-27
   b. School Compact 26-27

V. ELPAC Testing
Ms. Wong shared about the ELPAC and the importance of the test. Ms. Wong encouraged parents to encourage their students to do their best and give good effort.
   a. Speaking Testing: Finishing today
   b. Reading, Writing Listening:
      i. Feb. 11 & 12 in ELD Classes
      ii. Feb. 23-March 6 group testing

VI. DELAC Report from Feb. 5, 2026 Meeting
   a. Only one parent was able to attend. They shared about the LCAP at the DELAC meeting.

VII. Reclassification
   a. Ms. Wong celebrated the following students who received their certificates and good bags to celebrate their reclassification.

b. The students included: Daisy Acevedo, Nicholas Martinez, Kathleen Ochoa-Martinez, Alizay Vazquez, Huy Nguyen. Alan Magana was absent.

VIII. Future Meetings and School Events.

Ms. Wong and Martha Esparaza highlighted details about upcoming events:

a. Feb. 19: Healthy Smiles on Campus
b. Feb. 19: Open House. Ms. Wong shared the name "Santi Social" and shared about the Honor Roll photo booth.
c. Next ELAC: March 26, 2026
d. Next DELAC: April 16, 2026
e. Parent Workshop: March 4, 11, 25 and April 8, 15

IX. Adjournment

ELAC Ballot- Please Vote

Christina Pijl • 16 days ago • Tuesday, Sep 16 at 6:00 PM • **2025-2026 English Learner Group**

Good evening

Thank you to all the parents and guardian who came to our first ELAC (English Language Advisory Committee) and have volunteered as a Board member and/or DELAC Representative for the school. We need to vote to ensure everyone is an official member of ELAC. Please take a moment to review the names and vote. **You can vote for all!**

Please Vote here **https://forms.gle/EX9z9vyfVXq3jfs18**

If you missed our meeting, please join us for the next meeting on December 11 at 9:00-11:00 am

Comments & Replies

Santiago School Site Council Meeting
Agenda/Minutes

September 24, 2025
3:30 pm Santiago High School- Rm 102

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:

II. Call to Order: **9/24/25 3:35pm**

III. Roll Call of Newly Elected Members: **Christine Pijl, Kelli Kuberski, Nicole Doone, Jennifer Ballard, Jeanne Wu, Amanda Newcomb, Maricela Montes, Julie Forsythe, Gabriela Barajas, Thanh Dat Vo, Isaiahs Rayo. Additional guest was Rossi Saldivar (non-elected parent).**

IV. Approval of April 23, 2025 minutes: **Moved Ballard, 2nd Forsythe/ Carried 11-Yes, 0-No**

V. Call for Additions/Deletions of Agenda Items: **NA**

VI. Public Comment: **NA**

VII. Legal Requirements: **NA**

VIII. New Business

- **A.** Results of elections (2-year terms end in 2025-2026) for SSC/ ELAC members & Election of Officers **(Vote) Chair: Kelli Kuberski, VP: Jeanne Wu, Secretary: Julie Forsythe / Carried 11-Yes, 0-No**
- **B.** Orientation: Training and Duties – PowerPoint- **Mrs. Pijl shared with SSC**
- **C.** School Accountability Report Card (SARC)- **Mrs. Pijl discussed with SSC. All received a copy and made aware it is located on the website.**
- **D.** Uniform Complaint Procedures: Annual Notice- **Information was shared with SSC.**
- **E.** Review of Comprehensive School Safety Plan- **Information was shared and clarifying questions were discussed/suggested.**
    - i. **(Vote) Moved Wu, 2nd Montes/ Carried 11-Yes, 0-No**
- **F.** Review of Parent Education Opportunities- **All of the following were highlighted with our SSC.**
    - i. Parent Social Circle- October 10, December 12, February 2 @ 9:00 am Rm 207
    - ii. Parent Education Classes & Opportunities (handout)
    - iii. Lunch with a Love One- **Tentative Nov 15th**
- **G.** Budget Related Approvals-
    - i. Updated Title I, LCFF Budgets (includes preliminary & carry over funds) & Prop 28 AMES funds- **Were discussed and reviewed**

ii. Vote to include Updated budgets in SPSA 2025-2026 **Moved Ballard, 2nd Newcomb/ Carried 11-Yes, 0-No**

H. Capital Outlay and Other Budget Related items

i. VOTE: If any for Categorical Purchases (Title I, Prop28/AMES, LCFF)
-ASB Color Printer not to exceed $800 Title One Funds **Moved Newcomb, 2nd Wu/ Carried 11-Yes, 0-No**
-Choir/Band Microphones w/stand and cables not to exceed $8,500 Prop 28 Funds **Moved Newcomb, 2nd Barajas/ Carried 11-Yes, 0-No**
-Drama Lighting for stage not to exceed $40,000 Prop 28 Funds **Moved Wu, 2nd Montes/ Carried 11-Yes, 0-No**
-Drama Digital Plans not to exceed $5,000 Prop 28 Funds **Moved Isazahs, 2nd Barajas/ Carried 11-Yes, 0-No**

Adjournment **Moved Wu, 2nd Barajas/ Carried 11-Yes, 0-No Meeting Adjourned at 4:35pm**

IX.

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 3, 2025
3:30 pm Santiago High School/ Room 102

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 call to order
III. Roll Call of Members: Christine Pijl, Kelli Kuberski, Jeanne Wu, Nicole Doone, Amanda Newcomb, Jennifer Ballard, Maricela Montes, Julie Forsythe, Gaby Barajas, Maria Martinez, Thanh Vo, Celine Calles
IV. Approval of October 29 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
i. Review & Revision of Parent Involvement Policy for 26-27: **Discussed and Made edits where needed**
ii. Review & Revision of School Compact for 26-27: **Discussed & Made edits where needed**
iii. Vote to include in SPSA & Registration for 26-27: **Moved Wu, 2nd Montes/ Carried 12-yes, 0-no**
iv. Preliminary CA Dashboard growth results for 24-25: **Went over our improved scores**

B. Santiago & District Upcoming Events
i. Drama Play 12/4/25 @ 3:45 and 6:30 pm room 701
ii. Winter Choir Concert 12/5/25 @ 6:30 pm at Don Wash Auditorium
iii. Parent Social Circle- 12/5/25 @ 9:00 am in Rm 207-
iv. Winter Instrumental Concert 12/9/25 @ 6:30 pm at Don Wash Auditorium
v. ELAC- 12/11/25 @ 9:00 am Rm 102
vi. Wintermas 4th Period-12/12/25
vii. Minimum Days- Dec 18 (Per 0,1,3, 5) and Dec. 19 (Per 0, 2,4,6) @ 7:20 am-12::40 pm
viii. Winter Break- Dec. 22- Jan. 2
ix. Non-Student Day- Monday, Jan. 5

C. Extended Learning Opportunities at Santiago
i. Reminder of Tutoring options
ii. College Boosts hours

D. Capital Outlay & other budget related approvals
i. VOTE: if any
-Trailer for Band equipment using Prop 28, not to exceed $25,000
Moved Ballard, 2nd Doone/ Carried 12-yes, 0-no
-Screen for Media Class using Prog 28, not to exceed $6.000

Moved Forsythe, 2nd Newcomb, Carried 12-yes, 0-no

VIII. New Business: None

IX. Adjournment: 4:33pm Moved Ballard, 2nd Wu/ Carried 12-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 29, 2025
3:30 pm Santiago High School- Rm 102

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:
II. Call to Order: **3:33pm call to order**
III. Roll Call of Newly Elected Members: **Julie Forsythe, Amanda Newcomb, Kelli Kuberski, Jeanne Wu, Jennifer Ballard, Nicole Doone, Christine Pijl, Mari Montes, Thanh Vo, Celine Calles, Phoebe Samson**
IV. Approval of September 24, 2025 minutes: **Moved Ballard, 2nd Wu / Carried 11-yes, 0-no**
V. Call for Additions/Deletions of Agenda Items: **NA**
VI. Public Comment: **NA**
VII. Legal Requirements: **NA**
VIII. New Business

A. Santiago Data Review
- **i.** SBAC, CAST, & AP Testing Data-2025 (Preliminary): **Scores increased schoolwide in each subject, score increased in most subgroups**
- **ii.** ELPAC Data- **Review data in all domains**
- iii. Graduation & A-G Data (Preliminary): **94% graduation rate & A-G rates reviewed**
- **iv.** 2025-2026 School Profile- **Profile explained from principal and counselor**

B. Review of Parent Education Opportunities**- Information from principal, Community School coach, and counselor explained on upcoming Dates**
- i. Parent Social Circle- October 10, December 12, February 2 at 9:00 am Rm 207
- ii. Parent Education Classes & Opportunities (handout)
- iii. Lunch on the Lawn with a Love One- Nov. 14 **at 12:47 pm**
- iv. Financial Aid Night- Nov. 18 at 6:00 pm
- v. Pastries with the Principal- Nov. 21 at 9:00 am

C. Other Important Dates- **Discussed and highlighted amongst the group**
- i. Oct. 31- Halloween Costume Contest at lunch
- ii. Nov. 3- AVID Coordinator's Meeting at Santiago
- iii. DWA- Nov. 4 and Nov. 6 (Block Schedule) **Tues periods 1,3,5 and Thurs periods 2,4,6**
- iv. Nov. 5- Showcase of the Bands @ Bolsa 6:30 pm

v. Nov. 10- Non-Student Day and Nov. 11 (Veteran's Holiday)
vi. Nov. 13- Staff vs Boys Soccer **Game at 3:30pm**

D. Capital Outlay and Other Budget Related items

i. VOTE: If any for Categorical Purchases (Title I, Prop28/AMES, LCFF)

- **Werth – Prop 28, Update 10 headsets, 2 antenna system, and a sound rack. Not to exceed $12,000 (of individual items over $5000) Moved Newcomb, 2nd Samson/ Carried 11-yes, 0-no**
- **Brewer – Prop 28, Spray booth for ceramics. Not to exceed $1,200. Moved Wu, 2nd Montes/ Carried 11-yes, 0-no**
- **Brewer – Prop 28, Natural gas tanks for jewelry class. Not to exceed $2,000 Moved Wu, 2nd Forsythe/ Carried 11-yes, 0-no**

IX. Adjournment

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

January 28, 2026
3:30 pm Santiago High School/ Room 102

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: Call to Order 3:35pm
III. Roll Call of Members: Christine Pijl, Jeanne Wu, Nicole Doone, Amanda Newcomb, Jennifer Ballard, Maricela Montes, Julie Forsythe, Gaby Barajas, Maria Martinez, Gabriela Gonzalez, Phoebe Samson, Celine Calles, Alvin Rayes
IV. Approval of December 3, 2025 Minutes: Moved Ballard/ 2nd Newcomb, Carried 12-yes, 0-no
V. Call for Additions/Deletions of Agenda Items: None
VI. Public Comment: Cavalier Parent of the Month announced – Ms. Barajas
VII. Legal Requirements: None

A. SPSA
- **i.** Review Final Copy of Parent Involvement Policy for 26-27 SPSA: **Reviewed and Approved: Moved: Newcomb/ 2nd Samson, Carried 12-yes, 0-no**
- **ii.** Review Final Copy of School Compact for 26-27 SPSA: **Reviewed and Approved: Moved: Newcomb/ 2nd Samson, Carried 12-yes, 0-no**
- **iii.** Review & Discuss School & Student Performance Data for 26-27 SPSA: **Reviewed and Approved: Moved Calles/ 2nd Rayes, Carried 12-yes, 0-no**
- **iv.** Section A- Review & Discuss Goal 1 for 26-27 SPSA – **Review in progress and will continue at next SSC meeting**

B. Santiago & District Upcoming Events
- i. Jan. 28- ECA 8th grade Information Night- at 6:00 PM
- ii. Jan. 29- 8th grade Visit- 9:00-11:00 AM
- iii. Jan. 30- Winter Formal Assembly
- iv. Feb. 7- Winter Formal in Gym at 7:00 PM
- v. Feb. 10- ELAC Mtg in Room 207 at 9:00 AM
- vi. Feb. 11- Santiago Alumni Mtg at 6:00 PM in Room 102
- vii. Feb 13 & 16- Holiday/ No School
- viii. Feb 17- BMX Assembly- No Place for Hate Week
- ix. Feb. 18- Lunar TET Lunch Celebration
- x. Feb. 18 – Spring Choir at Don Wash 6:30 PM

C. Extended Learning Opportunities at Santiago
- i. Reminder of Tutoring options- expanded library until 6:30 pm
- ii. College Boosts hours- Monday thru Thursday- 5th through 4:00 pm

D. Capital Outlay & other budget related approvals
- **i. VOTE:**

1. **30 Dell computer upgrades with Title 1 Budget, not to exceed $45,000 Moved Newcomb/2nd Barajas, Carried 7-yes, 0-no**
2. **5 MacBooks with Title 1 Budget, not to exceed $12,500 Moved Ballard/2nd Barajas, Carried 7-yes, 0-no**
3. **Sewing Machine using AMES Budget, not to exceed $900 Moved Ballard/2nd Wu, Carried 7-yes, 0-no**
4. **Lighting Kit using AMES Budget, not to exceed $1,300 Moved Newcomb/2nd Ballard, Carried 7-yes, 0-no**
5. **Exhaust fan for spray booth using AMES Budget, not to exceed $1,600 Moved Ballard/2nd Wu, Carried 7-yes, 0-no**

VIII. New Business: None

IX. Adjournment: 4:40pm Moved Newcomb/2nd Forsythe, Carried 7-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

Quarter 4 Meeting

Santiago School Site Council Meeting
Minutes

April 22, 2026
3:30 pm Santiago High School
Room 102

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)***

I. Welcome and Introductions:

II. Call to Order: 3:30pm

III. Roll Call of Members: Julie Forsythe, Nicole Doone, Christine Pijl, Jennifer Ballard, Amanda Newcomb, Jeanne Wu, Maricela Montes, Gabriela Gonzalez

IV. Approval of Minutes: March 25, 2026 Moved Ballard/2nd Forsythe, Carried 8 yes - 0 no

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

VI. Public Comment: None

VII. Legal Requirements: None

VIII. New Business

A. SPSA Goals & Plans 2026-2027

i. Section A- Goal 3 Discussed Data Analysis and Action steps for Revision
ii. Section C 2026-27 Preliminary Budgets & Budget Summary- Discussed
iii. Section D- (Budget Expenditures, Capital Outlay, Categorical Personnel, WASC goals)- all discussed and reviewed
iv. Section E- SSC & ELAC Committees- Discussed
v. Section F- Plan Approval and Signatures- **VOTE on Final Preliminary 26-27 SPSA** Moved Gonzalez/2nd Newcomb, Carried 8 yes – 0 no

B. Upcoming Events

i. April 23-24 SBAC Testing continues- Juniors
ii. April 23 CORE Banquet
iii. April 24 Lunch on the Lawn @ Santiago/ LU Cultural Night @ Los Amigos
iv. April 28 Pops Concert
v. April 30 ECA Banquet
vi. May 4-15 AP Testing
vii. May 4-8 Teacher Appreciation
viii. May 14 Drama Performance
ix. May 15 GGUSD 60th Anniversary Celebration @ Bolsa
x. May 16 Santiago Alumni Picnic
xi. May 19 Senior Signing Day (lunch)/ Luau & Boat Races/ Yearbook Signing- PM
xii. May 20 AVID Senior Night at Don Wash
xiii. May 21 Santiago Awards Night
xiv. May 22 Senior Grad Practice & Lunch
xv. May 22 VAPA Dance in Gym
xvi. May 26 Minimum Day Grades 9-11/ Graduation at 6:00 PM

xvii. May 27 Minimum Day Grades 9-11

C. Capital Outlay and Other Budget Related items to approve for Purchase/ Share

i. VOTE: Request for any purchase(s)

a. **20' Storage container to display art not to exceed $12,000** Moved Forsythe/2nd Montes, Carried 8 yes – 0 no

D. Other/ Updates: None

IX. Adjournment: 4:25 Moved Ballard/2nd Newcomb, Carried 8 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

GARDEN GROVE UNIFIED SCHOOL DISTRICT
SANTIAGO HIGH SCHOOL
12342 Trask Avenue Garden Grove, CA 92843
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Gabriela Mafi, Ed. D.
Superintendent

Christina Pijl	Heriberto Olive	Melanie Wong	Huy Tran
Principal	Asst. Principal	Asst. Principal	Asst. Principal

English Language Advisory Committee (ELAC)
Agenda

December 11, 2025
Room 102
Time: 9:00 AM

Members Present:

I. Call to Order
   a. Dr. Olive called the meeting to order at 9:00 AM.

II. Introductions and Recognition of New Members, President, DELAC
   a. Dr. Olive introduced the ELAC cabinet (president, vice president, and secretary). He also helped introduce the DELAC members and explained what DELAC is and what it does.

III. Approval of Minutes from 9-11-25
   a. Dr. Olive gave the parents an opportunity to review the minutes from the September 11, 2025, meeting. No additions/revisions were made; minutes stand as is.

IV. SPSA/SSC
   a. Dr. Olive discussed the Single School Plan of Student Achievement and its components with ELAC members, and the discussion was opened.
   b. ELAC members voted to delegate the responsibilities to SSC. No member was opposed.

V. Student Attendance
   a. Dr. Olive went over attendance expectations and the process for clearing tardies. He explained how, when a student is late to class, they can attend different opportunities to clear a tardy.
   b. Dr. Olive also discussed our A2A attendance tracking system, reviewed chronic absenteeism data showing increases since COVID-19, and reviewed the SARB process for parents. Members were presented with an example of an attendance record and reviewed it. Questions were asked about what counts as an excused versus an unexcused absence.

VI. Reclassification Process and State Seal of Biliteracy
   a. Dr. Olive reviewed with members the importance of the seal of biliteracy and how students in Garden Grove Unified are recognized with this award.

b. 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.

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

VIII. ELPAC
   a. Speaking: 2/2-2/10 (One-on-One Testing)
   b. Speaking, Listening, Reading, Writing: February/March

IX. DELAC Report from 10-9-25 and Parent Input

X. Parent Involvement
   a. Dr. Olive shared with members other important events occurring on campus. This included letting them know of the school's Parent Education Workshops, Pastries wth the Principal, Parent Social Circle and a rescheduled Lunch on the Lawn.

XI. Future Meetings in 2026:
   a. ELAC Meetings: February 10 and March 26
   b. DELAC Meetings: February 5, April 16, and May 14

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

Santiago School Site Council Meeting
Minutes

March 25, 2026

3:30 pm Santiago High School/ Room 102

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: **3:32pm**

III. Roll Call of Members: **Julie Forsythe, Nicole Doone, Christine Pijl, Jennifer Ballard, Amanda Newcomb, Jeanne Wu, Gabriela Barajas, Phoebe Samson, Alvin Rayo, Dat Vo, Maricela Montes**

IV. Approval of February 25, 2026: **Moved Forsythe/2nd Newcomb, Carried 10 yes - 0 no**

V. Call for Additions/Deletions of Agenda Items:

VI. Public Comment:

VII. Legal Requirements:

A. Final 25-26 SPSA Plan Approval (revised Sections A, C, E, F)

i. Final Title I Budget 2025-2026 with 24-25 carryover- **VOTE Moved Ballard/2nd Rayo, Carried 10 yes - 0 no**

ii. Final AMES/Prop 28 Budget 2025-2026 with carryover- **VOTE Moved Newcomb/2nd Ballard, Carried 10 yes – 0 no**

iii. Capital Outlay & other budget related approvals: 2025-2026 Plan **Vote, if any N/A**

iv. Adjustments to Action Plan Budgets (Section A)- 2025-2026- **VOTE Moved Newcomb/2nd Ballard, Carried 10 yes – 0 no**

v. Adjustments to Budget Summary (Section C) 2025-2026- **VOTE Moved Newcomb/2nd Ballard, Carried 10 yes – 0 no**

vi. Final SSC/ ELAC Rosters (Section E) 2025-2026- **VOTE Moved Newcomb/2nd Ballard, Carried 10 yes – 0 no**

vii. Final Approval Page 2025-2026- (Section F)- **VOTE (sending in copy of SSC sign-in sheet) Moved Newcomb/2nd Ballard, Carried 10 yes – 0 no**

B. 26-27 SPSA & Data-

i. Review of Action Plan Steps Goal 2 for approval – **VOTE Moved Rayo/2nd Montes, Carried 10 yes – 0 no**

C. Santiago & District Parent Involvement Opportunities

i. 40 Developmental Assets @ SHS

a. March 4, 11, 25 & April 8, 15 – **Cancel April 15, new meeting April 1**
b. 9:00-11:00 am in room 207 plus Social Hour from 11:00-Noon

ii. ELAC- March 26 at 9:00 am in Room 102
iii. Alumni Mtg- April 14 @ 6 PM Room 102
iv. Parent Summer School Mtg- CORE (incoming 9th graders)- April 22 at **6pm**
v. Lunch on the Lawn- April 24

D. Extended Learning Opportunities at Santiago

i. AP Bootcamps have begun
ii. College Boosts hours continue/ FAFSA or Opt-out
iii. Financial Literacy - See Handout

E. Upcoming events

i. State of the District Dinner- March 30 (by invitation)
ii. Parent Leadership Academy- April 2
iii. AVID Standout- April 15- Irvine Barclay Theatre
iv. GGUSD Special Games- April 17
v. Prom- April 18
vi. CAC Awards- April 22
vii. CA Distinguished School Dinner- April 24

VIII. New Business

IX. Adjournment 4:30pm Moved Newcomb/2nd Rayo, Carried 10 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

February 25, 2026

3:30 pm Santiago High School/ Room 102

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: 3:31pm

III. Roll Call of Members: Christine Pijl, Jeanne Wu, Nicole Doone, Maricela Monte, Julie Forsythe, Gabriela Gonzalez, Thanh Dat Vo, Jen Ballard

IV. Approval of January 28, 2026 minutes: Moved Montes/ 2nd Forsythe, Carried 7-yes, 0-no

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

VI. Public Comment: None

VII. Legal Requirements:

A. 26-27 SPSA & Data-

i. Review of Action Plan Steps Goal 1 for approval: **Reviewed and Approved – Moved Gonzalez/ 2nd Montes, Carried 7-yes, 0-no**

ii. Review Action Plan Goal 2 Data & Action Steps -Time permitted: **Data discussed, Action Steps pushed to next meeting**

B. Santiago & District Parent Involvement Opportunities

i. 40 Developmental Assets @ SHS
   a. March 4, 11, 25 & April 8, 15: **Change to April 1st and 8th**
   b. 9:00-11:00 am in room 207: **Change to end at 12:00pm**

ii. First Impressions Art Show- March 7: **Near the Garden Grove Community Center**

iii. Santiago Alumni Mtg- March 10 @ 6pm in Room 102

iv. Pastries with Principal- March 13 @ 9:00 am in Room 102

v. ELAC- March 26 at 9:00 am in Room 102

C. Extended Learning Opportunities at Santiago

i. AP Bootcamps have begun

ii. College Boosts hours continue/ FAFSA or Opt-out

iii. Financial Literacy coming soon- **March 26 w/ Workshops**

D. Upcoming events

i. Feb 27- Unified PE Soccer Tournament at La Quinta

ii. March 3- Cheer @ Santa Ana City Council Mtg: **Change Cheer to Tennis**

iii. March 5- GGUSD Band Festival at Don Wash

iv. March 6- ASB Mid-Year Conference

v. March 6- Talent Show

vi. March 9- MESA celebration @ lunch/ LA Chargers guest?

vii. March 12 & 13- 3rd Qtr Benchmarks/ Block Schedule

viii. March 12-15- 11th grade AVID College Trip

ix. March 14- JROTC Military Ball

x. March 16-20 Spring Break

E. Capital Outlay & other budget related approvals

i. VOTE: VAPA Funds – Moved Ballard/ 2nd Gonzalez, Carried 7-yes, 0-no

1. **MatterHackers laser cutter not to exceed $12,500.00 for item itself**
2. **Camera and lens not to exceed $7,100**
3. **Ballet Barres not to exceed $1,800**
4. **2 Keyboards for band and choir not to exceed $2,200**
5. **Cello Chairs not to exceed $3,000**
6. **Bamboo Dance Floors not to $12,000**

ii. LCFF- purchasing Duplos approx. $13,000

VIII. New Business: None

IX. Adjournment: 4:31pm Moved Ballard/ 2nd Forsythe, Carried 7-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

2025-26 Arts and Music in Schools/Proposition 28 (Manager 0250)

Materials & Supplies and Staffing Budget Planning Tool

School Site:

Santiago

In August 2024, sites received their materials and supplies budgets for two years (23-24 and 24-25). In January 2025, sites received their 23-24 staffing allocation after receiving the waiver. The waiver was granted for the 24-25 school year and in the fall of 2025 sites were able to spend their allocation on staffing and/or materials or supplies (23-24 and 24-25). In February 2026, sites received their materials and supplies budget for the 25-26 school year. **The waiver has been granted for the 25-26, which means the 80% minimum previously designated for staffing may not be used for staffing, materials, and/or supplies.** Please note the spending deadline for the 24-25 and 25-26 school year.

***23-24 SY Budget Spending Deadline: 1/23/26 *24-25 SY Budget Spending Deadline: 1/22/27**	**Budget Allocated**	**Expenditures as of 6/30/25**	**Remaining Balance**
23-24 Waiver Final Allocation	$ 351,595	$ 149,206	$ 202,389
24-25 Waiver Final Allocation	$ 318,305	$ -	$ 318,305
Totals	**$ 669,900**	**$ 149,206**	**$ 520,694**

Materials, Supplies, and Staffing Allocation *25-26 SY Budget Spending Deadline: 1/21/28	**Allocation**	**Cumulative Spending as of 3/19/26**	**Remaining Balance**
23-24 and 24-25 Carryover	$ 520,694	$ 416,636	$ 104,058
New: 25-26 80% Staffing (Waiver Granted) can be spent on staffing, materials, and/or supplies	$ 197,297	$ -	$ 197,297
25-26 20% Materials and Supplies Maximum	$ 63,822	$ -	$ 63,822
Totals	**$ 781,813**	**$ 416,636**	**$ 365,177**

* 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 their assignments, 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 their 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 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 sus responsabilidades 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 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 họchành 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 (vềnói, 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.
- **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.



2026-27 BUDGET PLANNING- PRELIMINARY LCFF Worksheet

School : Santiago **S85**

SITE LCFF	
2026-2027 PRELIM Allocation	$437,743
(+) Carryover from 25-26 (given in August)	$0
MGR 0690 **TOTAL PRELIM BUDGET**	**$437,743**

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	$45,777	Goal 1C #2
2910	Student Supervision Assistant	$0	Goal 2C #5
2920	Campus Safety Assistant	$43,466	Goal 2C #5
4300	Materials & Supplies (expended/encum)	$2,052	Goal 1A #4
4300	Materials & Supplies for EL (expended/encum)	$0	Goal 1B #1
4390	Contingency - 3% Set-Aside	$13,132	Goal 1A #1
5611/4400/6400	Capital Outlay items	$0	Goal 1C #2
Att-Soc			
2280	School Community Liaison	$87,542	Goal 2C #1
Lib/Med			
2285	Library Media Tech	$0	Goal 1C #3
Health			
2285	Health Assistant	$20,538	Goal 2B #1
Guid/Couns			
2410	Clerical Salaries (Sch Testing Assistant)	$22,466	Goal 1A #6
Parent Square	found in INSTR pseudo		
5800	Services & Oth Exp	$0	Goal 2C #3
Maintenance			
5620	Contract Repairs (copiers)	$9,064	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	$244,037
REMAINING BALANCE (IN INSTR-CONTINGENCY)	**$193,706**

updated 1/29/26

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		4/22/2026
Teachers	Jeanne Wu		4/22/2026
Teachers	Jennifer Ballard		4/22/2026
Teachers	Amanda Newcomb		4/22/2026
Other Staff	Julie Forsythe, Maricela Montes		4/22/26
Parents/Community Members	Gabriela Barajas		
Parents/Community Members	Gabriela Gonzalez		4/22/26
Parents/Community Members	Maria Martinez		
Parents/Community Members			
Parents/Community Members			
Student	Isaiah Alvin Rayos		
Student	Phoebe Samson		
Student	Thanh Dat Vo		
Teacher	Nicole Doone	Nicole Doone	4/22/26

2026-27 BUDGET PLANNING- PRELIMINARY Title I Worksheet

School :	Santiago	Manager 2085

	TITLE I	
	2026-2027 PRELIM Allocation	$354,177
	(+) Parent Ed required set-aside	$3,578
	(+) Carryover from 25-26 (given in August)	$0
MGR 2085	**TOTAL PRELIM BUDGET**	**$357,755**

Object	Description	Costs	ACTION STEP BOX
Ongoing Costs			
Parent Ed	Required Set-aside		
1990/2990/4300	Total Parent Ed	$3,578	Goal 2C #2
Contingency	3% Set-Aside		
4390	Contingency	$10,733	Goal 1A #1
Staff Development	10% Set-Aside		
4390, 5xxx	Contingency/ Services & Other Expenditures	$35,776	Goal 1A #2
Instruction			
1110	Teacher Salaries	$0	Goal 1A #1
2110	Instructional Aide	$93,163	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)	$8,964	Goal 1A #4
Att-Soc			
2280	School Community Liaison	$21,052	Goal 2C #1
Lib/Med			
2285	Library Media Tech	$0	Goal 1C #3
Health			
2285	Health Assist	$24,271	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)	$4,573	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	$202,110
REMAINING BALANCE (IN INSTR-MAT& SUP)	**$155,645**

updated 1/29/26

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** **Huy Tran, Asst. Principal** **Melanie Wong, Asst. Principal**

School Parent and Family Engagement Policy
2026-2027

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 jointly develops 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 accessible 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, posted in the school office, 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 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 conducts 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 with 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 offers opportunities for regular parent meetings to provide suggestions and to participate in decisions relating to the education of their children. 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 meetings 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, staff, and community partners 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 guidance of the district, provides assistance to parents in understanding topics such as the following: a) the state's academic content standards; b) the state's student academic achievement; 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 school's webpage, and at other committee meetings (Title I, 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/Parent Social Circle 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 federal, state, and local programs to support these activities. Santiago values parent involvement in their students' education. 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 1/26/2026
Parent and Family Engagement Policy was shared with ELAC 02/10/2026