School Year: **2023-24**

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santiago Hills Elementary School	30-73650-6098529	April 20th, 2023	

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 Impact that Stakeholder Engagement had on the process

The planning process for the 2022-2023 SPSA began with the evaluation of the 2021-2022 SPSA. The school staff reviewed Panorama Data, the Hanover Survey Data, in addition to the data provided by the State in regards to standardized testing along with District assessments. This information was also shared with the School Site Council to receive their feedback and recommendations.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Advisory Committee

Special Education Advisory Committee

_____
Signature

_____

	Signature
Gifted and Talented Education Program Advisory Committee	
	Signature
Other committees established by the school or district (list):	
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 20, 2022

Attested:

Thomas Potwora		4/20/23
Typed Name of School Principal	Signature of School Principal	Date
Paul Josenhans		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

School Site Council Membership

The School Plan for Student Achievement
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Thomas Potwora	1				
Becky Benefield			1		
Kathryn Wilhelm		1			
Stephanie Aiesi		1			
Meg Kelly		1		1	
Guenes Elmas				1	
Laura Tijerino				1	
Isai Malarmannan				1	
Paul Josenhans					
Numbers of members of each category	**1**	**3**	**1**	**5**	
(Totals of Group A and Group B must equal)	**Total Group A: 5**			**Total Group B: 5**	

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 parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
    a. The development of the section in the SPSA pertaining to EL students' education
    b. The development of the school's needs assessment
    c. Implications of language census for translation requirement
    d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Thomas Potwora	1			
Gunes Elmas			1	
Numbers of members of each category	**1**		**1**	

Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

X Site has chosen to combine SSC and ELAC using the above guidelines.

OR

Site has chosen NOT to combine SSC and ELAC using the above guidelines.

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:
The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$96,270.00	95,000
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$44,657.00	42,000
Lottery Funds Purpose: Purchase site instructional materials	$5,240.00	
Total amount of state categorical funds allocated to this school	$146,167	137,000
Federal Programs	**Preliminary Allocation (Fall)**	**Amount Allocated in SPSA**
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$0.00	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$23,321.42	15,000
Total amount of federal categorical funds allocated to this school	$23,321.42	15,000
Total amount of state and federal categorical funds allocated to this school	$169,488.42	$152,000

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Santiago Hills Elementary School will create a positive school climate and system of supports that will foster the personal and academic growth for all students.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
90% of students and staff will express high levels of satisfaction with students' overall educational experience.	Currently 85% of students and 86% of parents express high levels of satisfaction with their overall experience (Hanover).	We expect to see an increase in overall experience. Instead of a once a year survey, it is planned for us to have more frequent discussion with the students of what they feel are strengths for their education and where they are feeling a disconnect.
90% of students will feel like they are challenging themselves and 75 percent of students will feel comfortable making mistakes in their classroom.	Currently 78% of our students feel like they are challenging themselves in regards to "agreeing" or "strongly agreeing." Only 50% of our students feel comfortable making a mistake at school (Hanover).	We expect this to be stronger with more of an emphasis on self guided rubrics and collaborative work that share both the learning targets and goals. By incorporating "favorite mistakes," steps in the learning process and group level activities that share the learning process in an open forum, we would expect an increase. We will work with Language Department and Curriculum Departments in both ELA / math to incorporate more of these types of lessons.
90% of students will have at least one trusted adult to help guide them and have someone to talk to if they are struggling.	Currently 89% of our students have supportive relationships; however that includes both friends and teachers. 85% of our students feel that they have a supportive adult relationship (Panorama).	This will be a great goal to dig into and work with both our student council and the teachers to incorporate more SEL activities that offer 1/1 experiences with all of our students. In addition, by working with fidelity on grade level assemblies

Metric/Indicator	Baseline	Expected Outcome
		being led by teachers/administration/classified staff it will further connect an adult with the students.

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Santiago Hills Elementary will ensure all students will attain proficiency in state standards. They will do this by having access to rigorous and relevant learning tools, resources and skills for all staff and students.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
90% of all students will meet or exceed standards in ELA.	Currently 87.32 percent of our students are meeting standards in ELA (CAASPP Results).	All subgroups have performed high or very high. The goal will be for all teachers in all grade level to continue and strengthen differentiation in the content in area and have students work through the learning process of expressing, taking risks, and self-reflection. With refinement of the staff on the learning cycle and appropriate staff development we can achieve this goal.
85% of all students will meet or exceed standards in math.	Currently 81.61 percent of our students are meeting standards in math (CAASPP Results)..	Similarly, Math subgroups have performed high or very high. The goal will be for all teachers in all grade level to continue and strengthen differentiation in the content in area and have students work through the learning process of expressing, taking risks, and self-reflection. With refinement of the staff on the learning cycle and appropriate staff development we can achieve this goal.
80% of our students will demonstrate "Grit" as determined by Panorama and be taught these skills with our teachers through Second Step.	Currently 75 percent of our students indicate that they are able to persevere through setbacks to achieve important long-term goals.	We will continue to train with our ERC and Guidance Specialist to pursue opportunities in Second Step and Panorama offerings for the students to foster this within the classroom and

Metric/Indicator	Baseline	Expected Outcome
		work that is taken home. In addition, Staff Development will continue to be a focus in this area.

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

Santiago Hills will address the barriers that limit student participation in programs and provide equity in the allocation of our resources.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We plan on improving that only 5% of our students will be chronically absent.	An area for improvement and where we see gaps our in our Academic Engagement / Chronic Absenteeism. As a school we were in the "Medium" range with 7.8% of our students chronically absent. 12.4% of our English Learners, 11.8% of our Socioeconomically Disadvantage and 14.6% of our Students with Disabilities were considered chronically absent. Looking further, our highest subgroup was Hispanic at 18.6%, White at 8,9%, Asian at 6%, and two or more races ranked as low at 5%.	We have seen trends of students not arriving on time and have slowly started individual incentives and conversations with families. With more direct 1/1, and having as a goal student attendance, we would expect an increase and as a result stronger academic success.
95% of students will feel supported here at Santiago Hills. They will state that the school supports students of different races, ethnicities, and cultures.	Currently 93% of students feel supported here at Santiago Hills.	We would expect more time in the classroom with our SEL lessons, schoolwide activities, and more opportunities for students to share their cultures to see an increase.

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

n/a

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

n/a

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Professional learning for staff on social emotional learning strategies	all students	Principal Psychologist School Support TOSA Elementary Resource Counselor	LCAP B 15000	X	X	X		
2.	Supplemental Support for EL Learners	second language learners	Principal Teachers EL Coordinator School Support TOSA	LCAP S 5000	X	X	X		
3.	Additional support staff for all students to achieve support in all content areas	all students	Instructional Assistants School Support TOSA	LCAP B 45000 LCAP S 37000					
4.	Release for teachers for planning / training /	all students	Principal Psychologist School Support TOSA Elementary Resource Counselor	LCAP B 5000	X	X	X		
5.	Provide technology and literature/curriculum/ supplies	all students		LCAP B 30000					

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	that will support the unique needs of all students			Title III 15000					
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
    1. Create a culturally and linguistically responsive learning environment
    2. Include parent and family engagement that enhances learning support for their children
    3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
    4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
    5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
    1. Understand, monitor, support, and report student learning and acquisition of language
    2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

All three of our District LCAP goals and Santiago Hills goals target English Language Learners. Creating a positive school climate and systems of supports for a student's personal and academic growth, attaining proficiency through rigorous and relevant learning tools, and seeking and addressing barriers limiting student participation that limit their success will be paramount. English Language Learners can sometimes find it difficult to work through conflicts with other students due to challenges with communicating thoughts, feels, and emotions. By targeting social emotional learning and conflict resolution support, our students learning English will receive additional personal support in these areas as well as benefit from the improved skills of their peers. Through our weekly PLC meeting's our school TOSA will also work directly with the grade levels along with principal to create and interpret data to help guide instruction.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
    1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
    2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Similarly, all three of our District LCAP goals and Santiago Hills goals target Low-Income/Foster Youth Students. Creating a positive school climate and systems of supports for a student's personal and academic growth, attaining proficiency through rigorous and relevant learning tools, and seeking and addressing barriers limiting student participation that limit their success will be paramount. Students in this target area may have experienced trauma and adverse childhood experiences that create additional barriers for effective communication and identifying and appropriately responding to feelings. In addition, they may still be in this trauma that is limiting their focus or desire to learn. The goals will support students in learning strategies to improve their communication with peers and build

resiliency and greater personal understanding. Also similarly, through our weekly PLC meeting's our school TOSA will also work directly with the grade levels along with principal to create and interpret data to help guide instruction.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: 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 parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
CA Dashboard (Required)
Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

Questions to Consider:
Are there any content areas or grade levels that may benefit from additional support?
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:
BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:
What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

Annual Survey (Required)
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

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

Planned Strategies and Activities:

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)

   ***Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

5. Supporting Targeted Groups

Directions included in the document.

6. Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

Title I

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

Title III – LEP and Immigrant

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	23	59	74
Grade 1	23	66	46
Grade 2	21	54	70
Grade3	43	53	58
Grade 4	43	95	83
Grade 5	41	106	100
Grade 6	42	97	117
Total Enrollment	236	530	548

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	45	97	58	19.10%	18.3%	10.6%
Fluent English Proficient (FEP)	36	102	163	15.30%	19.2%	29.7%
Reclassified Fluent English Proficient (RFEP)	34	-		75.6%	-	

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	57		0	57		0	57		0.0	100.0	
Grade 4	51	97		0	96		0	96		0.0	99.0	
Grade 5	43	108		0	108		0	108		0.0	100.0	
Grade 6	44	89		0	87		0	87		0.0	97.8	
All Grades	182	351		0	348		0	348		0.0	99.1	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2484.			52.63			21.05		-	17.54			8.77	
Grade 4		2569.			66.67			17.71			8.33			7.29	
Grade 5		2602.			62.04			24.07			9.26			4.63	
Grade 6		2640.			73.56			16.09			6.90			3.45	
All Grades	N/A	N/A	N/A		64.66			19.83			9.77			5.75	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.09			54.39			10.53	
Grade 4		46.88			50.00			3.13	
Grade 5		52.78			44.44			2.78	
Grade 6		59.77			36.78			3.45	
All Grades		50.00			45.69			4.31	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.37			38.60			14.04	
Grade 4		50.00			43.75			6.25	
Grade 5		61.11			35.19			3.70	
Grade 6		60.92			35.63			3.45	
All Grades		55.75			38.22			6.03	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.32			71.93			1.75	
Grade 4		30.21			62.50			7.29	
Grade 5		26.85			67.59			5.56	
Grade 6		25.29			72.41			2.30	
All Grades		27.30			68.10			4.60	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.82			59.65			10.53	
Grade 4		53.13			42.71			4.17	
Grade 5		50.93			43.52			5.56	
Grade 6		56.32			39.08			4.60	
All Grades		49.43			44.83			5.75	

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	56		0	56		0	56		0.0	100.0	
Grade 4	51	97		0	96		0	96		0.0	99.0	
Grade 5	43	109		0	109		0	109		0.0	100.0	
Grade 6	44	89		0	87		0	87		0.0	97.8	
All Grades	182	351		0	348		0	348		0.0	99.1	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2518.			64.29			19.64			8.93			7.14	
Grade 4		2581.			65.63			18.75			8.33			7.29	
Grade 5		2592.			58.72			21.10			13.76			6.42	
Grade 6		2648.			65.52			13.79			13.79			6.90	
All Grades	N/A	N/A	N/A		63.22			18.39			11.49			6.90	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		62.50			26.79			10.71	
Grade 4		70.83			21.88			7.29	
Grade 5		56.88			33.03			10.09	
Grade 6		62.07			29.89			8.05	
All Grades		62.93			28.16			8.91	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.36			39.29			5.36	
Grade 4		59.38			33.33			7.29	
Grade 5		53.21			40.37			6.42	
Grade 6		54.02			41.38			4.60	
All Grades		55.46			38.51			6.03	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.93			35.71			5.36	
Grade 4		58.33			33.33			8.33	
Grade 5		46.79			44.95			8.26	
Grade 6		60.92			33.33			5.75	
All Grades		55.46			37.36			7.18	

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1400.1		*	1406.9		*	1384.0		10	15	
1	*	1467.1		*	1451.5		*	1481.9		8	11	
2	*	*		*	*		*	*		4	9	
3	*	*		*	*		*	*		10	4	
4	*	1551.5		*	1577.7		*	1524.9		8	11	
5	*	*		*	*		*	*		4	6	
6	*	*		*	*		*	*		6	4	
All Grades										50	60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33		*	13.33		*	40.00		*	33.33		*	15	
1	*	27.27		*	36.36		*	18.18		*	18.18		*	11	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	45.45		*	45.45		*	9.09		*	0.00		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	48.98	31.67		32.65	35.00		16.33	20.00		2.04	13.33		49	60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	26.67		*	33.33		*	33.33		*	15	
1	*	54.55		*	9.09		*	18.18		*	18.18		*	11	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	90.91		*	9.09		*	0.00		*	0.00		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	63.27	48.33		20.41	23.33		8.16	15.00		8.16	13.33		49	60	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	20.00		*	40.00		*	33.33		*	15	
1	*	27.27		*	36.36		*	27.27		*	9.09		*	11	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	9.09		*	27.27		*	63.64		*	0.00		*	11	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.65	20.00		30.61	35.00		28.57	31.67		8.16	13.33		49	60	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33		*	66.67		*	20.00		*	15	
1	*	54.55		*	27.27		*	18.18		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	90.91		*	9.09		*	0.00		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	57.14	48.33		32.65	41.67		10.20	10.00		49	60	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	60.00		*	40.00		*	15	
1	*	45.45		*	27.27		*	27.27		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	63.64		*	36.36		*	0.00		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	67.35	43.33		28.57	38.33		4.08	18.33		49	60	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	60.00		*	33.33		*	15	
1	*	36.36		*	54.55		*	9.09		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	9.09		*	72.73		*	18.18		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	24.49	21.67		63.27	60.00		12.24	18.33		49	60	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	20.00		*	60.00		*	20.00		*	15	
1	*	18.18		*	72.73		*	9.09		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	18.18		*	81.82		*	0.00		*	11	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	34.69	21.67		59.18	68.33		6.12	10.00		49	60	

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
530	**10.8**	**18.3**	**0.4**
Total Number of Students enrolled in Santiago Hills Elementary 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	97	18.3
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	57	10.8
Students with Disabilities	40	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian		
Asian	276	52.1
Filipino	7	1.3
Hispanic	42	7.9
Two or More Races	76	14.3
Pacific Islander	1	0.2
White	99	18.7

Conclusions based on this data:

1. Santiago Hills continues to be a school rich in diversity. Asian is our largest sub group and nearly 29% of our students are English Learners. For our English Learners, 58.3% of our students progressed at least one ELPI Level and overall the progress is ranked "High." Looking at all data and described in later pages we will see:

   An area for improvement and where we see gaps our in our Academic Engagement / Chronic Absenteeism. As a school we were in the "Medium" range with 7.8% of our students chronically absent. 12.4% of our English Learners, 11.8% of our Socioeconomically Disadvantage and 14.6% of our Students with Disabilities were considered chronically absent. Looking further, our highest subgroup was Hispanic at 18.6%, White at 8,9%, Asian at 6%, and two or more races ranked as low at 5%.

2. Santiago Hills performed "Very High" in English Language Arts (ELA), Mathematics, and English Learner Progress. In ELA students scored "Very High" in not just "All Students" but also in English Learners and Socioeconomically Disadvantage.

   Students with Disabilities scored high (31 students). In comparison to Race/Ethnicity the Asian and Two or More Races also scored "Very High." Our "White" subgroup scored "High" 34.4 points above standard.

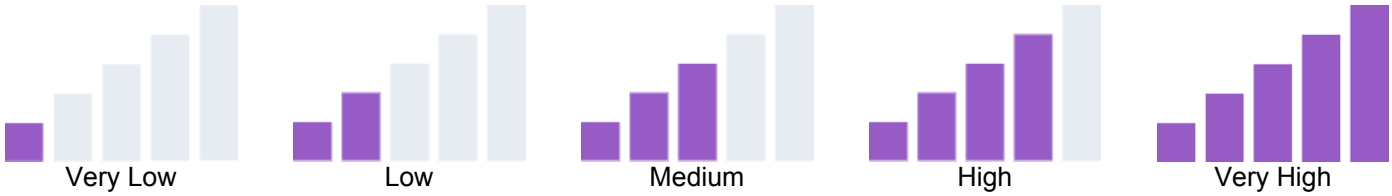
   As a school in Math, overall we scored "Very High." English Learners scored "Very High" while both Socioeconomically Disadvantaged and Students with Disabilities scored "High." Our "White" subgroup scored "High" while the Asian and Two or More Races scored "Very High."

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very High	Chronic Absenteeism: Medium	Suspension Rate: Very Low
Mathematics: Very High		
English Learner Progress: High		

Conclusions based on this data:

1. Although we recognize that our students are developing in both English Language Arts and Mathematics, we are equally proud of the progress of our English Learners.
2. It is also clear that there is improvement in regards to Chronic Absenteeism. 7.8% of our students are "Chronically Absent" with both our Socioeconomically Disadvantaged and Students with Disabilities having 11.8% and 14.6% absenteeism. Our Hispanic subgroup scored the highest at 18.6%.

3. Suspensions rate at Santiago Hills are very low in comparison to the State Average.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	2	4

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Very High
94.1 points above standard
332 Students

English Learners

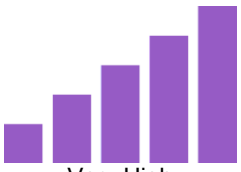
Very High
77.2 points above standard
90 Students

Foster Youth

No Performance Level
1 Student

Homeless

Socioeconomically Disadvantaged



Very High
62.2 points above standard
41 Students

Students with Disabilities

High
13.1 points above standard
31 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		Very High 125.3 points above standard 182 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 24.5 points above standard 24 Students	Very High 90.4 points above standard 45 Students	No Performance Level 1 Student	High 34.4 points above standard 58 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.9 points below standard 13 Students	105.6 points above standard 77 Students	90.4 points above standard 203 Students

Conclusions based on this data:

1. As a school, we performed "Very High" as a school 94.1 points above the standard. English Learners and Socioeconomically Disadvantaged scored very high with SWD scored 13.1 points above standard.
2. Reclassified English Learners continue to excel being over 105 p0ints above standard. This exceeded the English Only who scored 90.4 above standard which is still exceptionally strong.
3. Our Asian subgroup was the highest with 125.3 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	3	3

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
83.1 points above standard	86.8 points above standard	1 Student
332 Students	90 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	High
	34.9 points above standard	0.2 points above standard
	40 Students	31 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		Very High 124.3 points above standard 182 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 28.3 points below standard 24 Students	Very High 57.0 points above standard 45 Students	No Performance Level 1 Student	High 23.9 points above standard 57 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
47.5 points below standard 13 Students	109.5 points above standard 77 Students	70.1 points above standard 203 Students

Conclusions based on this data:

1. On average as a school we scored 83.1 points above standard for "All Students." English Learners proved to be the strongest with 86.8 points above standard.
2. Students with Disabilities scored high with .2 points above standard and continue to make progress along with our Socioeconomically Disadvantaged students (34.9 points above standard).
3. Reclassified students continue to excel and rate the highest with nearly 110 points above standard. !3 new English learners have yet to reach proficient status.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

61.1 making progress towards English language proficiency

Number of EL Students: 36 Students

Performance Level: 4

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.

2022 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
16.7%	22.2%	2.8%	58.3%

Conclusions based on this data:

1. Students are coming in with limited English language proficiency throughout the year. When looking at all students, 61.1 percent are making progress and 58.3% jumped one ELPI level.
2. As students are developing the skill set and assimilating we have seen 16.7% drop an ELPI level.
3. EL Development will continue to be a focus with individualized and group lessons that will provide a high level of academic instruction. Staff development has and will continue to be devoted to this.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

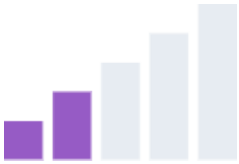
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	4	2	1	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	High	No Performance Level
7.8% Chronically Absent	12.4% Chronically Absent	Less than 11 Students
553 Students	105 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	High
	11.8% Chronically Absent	14.6% Chronically Absent
	76 Students	48 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 1 Student		Medium 6% Chronically Absent 299 Students	No Performance Level Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 18.6% Chronically Absent 43 Students	Low 5% Chronically Absent 101 Students	No Performance Level Less than 11 Students 1 Student	Medium 8.9% Chronically Absent 101 Students

Conclusions based on this data:

1. As a school there is a level of improvement needed as 7.8% of our students are Chronically Absent.
2. Students who are English Learners,Socioeconomically Disadvantaged, and SWI all scored high and significantly higher than 7.8%.
3. Our Hispanic subgroup (43 students total) rated the highest with 18.6% chronically absent. This is in comparison to our two or more races at 5%.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	1	2	1	3

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.

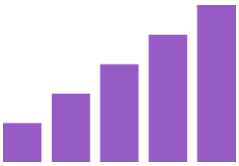
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
563 Students	112 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Medium	High
	2.6% suspended at least one day	4.2% suspended at least one day
	78 Students	48 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very Low	No Performance Level
Less than 11 Students		0% suspended at least one day	Less than 11 Students
1 Student		306 Students	7 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low	No Performance Level	Low
2.3% suspended at least one day	0% suspended at least one day	Less than 11 Students	1% suspended at least one day
44 Students	101 Students	1 Student	103 Students

Conclusions based on this data:

1. Suspensions at Santiago Hills remain very low and nothing specific is trending in the data based on the very low. Less than 1% of the students have been suspended.