

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

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 Hills Elementary School	30-73650-6098529	5/7/24	June 25th, 2024

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)

Santiago Hills School Wide Program plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Needs Assessment..... 3
- Priority Focus Areas/Identified Needs..... 6
- Educational Partner Involvement 7
- Annual Review 7
- Resource Inequities 7
- Priority Focus Area (Goal) 1: 9
- Priority Focus Area (Goal) 2: 12
- Priority Focus Area (Goal) 3: 16
- LCAP ITEM (High School & Middle Schools Only): 20
- LCAP ITEM (Elementary Schools Only): 20
- ATSI Identified Schools..... 21
- Budget Summary 22
 - Budget Summary 22
 - Other Federal, State, and Local Funds 22
- Budgeted Funds and Expenditures in this Plan 23
 - Funds Budgeted to the School by Funding Source..... 23
 - Expenditures by Funding Source 23
 - Expenditures by Budget Reference 23
 - Expenditures by Budget Reference and Funding Source 23
 - Expenditures by Goal 23
- Recommendations and Assurances 24
- School Site Council Membership 25
- School and Student Performance Data 26
 - Student Enrollment..... 26
 - CAASPP Results..... 28
 - ELPAC Results 32
 - California School Dashboard 36
 - Overall Performance 38
- Instructions..... 51
- Appendix A: Plan Requirements 58
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 61
- Appendix C: Select State and Federal Programs 64

Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	<p>LPA Overall K-2 2022-23 75% of students met benchmark for the end of the year. 44.12 of EL students met the benchmark and 17.65% nearly met the benchmark 57.14 of SPED students met the benchmark and nearly 14.29% nearly met the benchmark</p> <p>CAASPP ELA Overall 3-6 85.95% of students met or exceeded 56.67% of SPED students met or exceed the standards 50% of EL students met the standard</p> <p>California School Dashboard has overall ELA in Blue and English Learner in Green. ELA is 101.8 points above standard and increased 7.7 points. EL progress 61.3% of students making progress and maintained at .2% progress.</p>
Strengths	Based on the data, as a school we grew in ELA and although on CAASPP it states that EL maintained, there was an increase as stated below.
Areas for Growth	We specifically see some of our English Learners are not making the same progress; however, long term we see our English Learners who are FEP outperforming and our strongest subgroup. Special education and socioeconomically disadvantaged groups are not performing at the same level as other students.
Questions & Key Findings	Students are receiving designated English Language Development to support their language acquisition needs along with academic interventions within the classroom. With the Intervention Teacher that we know have in place, we see this achievement gap improving. 61.3% of our students grew one level up from 58. percent from last year. For our second language learners, 94% maintained or grew as opposed to only 83% the following year. On all of our summative data this school year we see students making significant progress.

	Math
Data Analyzed	<p>In the 22-23 school year, 86.32 of students in 1-2 grade were at proficient or mastery on the Math EOC assessment. 76.4% of EL students were at proficient or mastery on the Math EOC assessment. 58.33% of SPED students were at proficient or mastery on the Math EOC assessment.</p> <p>CAASPP Math Overall 3-6 82.25% of students met or exceeded the standards. 62.86% of EL students met or exceeded the standards. 60% of SPED students met or exceeded the standards.</p>

	Math
	California School Dashboard has overall mathematics in Blue with 92.9 points above standards and an increase of 9.8%. Current English Learners are 22 points above standard, reclassified English Learners are 109.9 points above standard and English Only 98.6 percent above standard.
Strengths	Math continues to be a strength for Santiago Hills at all grade levels with all but EL students who "maintained" within the margin of error.
Areas for Growth	Based on data that although our English Learners performed 83.4 points above standard, our 87 students declined by 3.5 points. As a school, we increased by 9.8 points and are 92.9 points above standard.
Questions & Key Findings	Working with our teachers this year we recognized that the language rich questions were presenting more obstacles for our students which included that of our EL learners. We recognized that with our reading comprehension scores improving so too did our math scores in subgroups. With the intervention teacher also working with math in her rotations we have seen our District tests during the year an increase.

	SEL/Behavior
Data Analyzed	Panorama Data: Spring 2024 87% of students state they have favorable supportive relationships on campus 80% feel they have favorable self-management 71% report having grit 55% having strength in emotional regulation 67% favorable sense of belonging 62% favorable school climate
Strengths	Although we see an increase from over two years ago, our scores have remained relatively the same in all areas. Some slightly improved, some slightly decreased. Overall our students are feeling like they have adults, peers, and even those at home someone to talk , but certainly below of what we would hope for all students.
Areas for Growth	We would like for all of our students to feel like they have an adult on campus that they can speak to and have appropriate ways in which they can deal with issues that arise.
Questions & Key Findings	We would like to continue the work on consistent SEL practices that were developed this school year. This includes rotations with our ERC and guidance specialist to assist in the Second Step Curriculum. In addition, it will be important to have more "grade level check-ins."

	School Climate
Data Analyzed	Panorama Data: Spring 2024 finds that 67 of our students have a favorable and strong sense of belonging and 62 percent favorable school climate. The Hanover Data Essential data shows that 61% of students feel comfortable sharing their ideas with 17% not feeling comfortable (22% neither agree or disagree) 64% of students see their culture represented, 18% of students neither agree or disagree, and 17% don't feel that they feel their culture is represented. 63% of students find their classroom engaging, 26% neither agree or disagree, and 9% feel that it is not. As stated, 87% of students feel like they have someone to talk to.

School Climate	
Strengths	Comparatively speaking, students are comfortable with the school climate, take ownership of their learning, and feel that our staff that our teachers use effective teaching strategies (90% of students)
Areas for Growth	Students feel that others are not always respectful. 46% of students feel that students are always respectful, 36% indifferent, and 18% feel that they are not.
Questions & Key Findings	The work of SEL will continue to be a focus especially as it relates on how students treat one another, the "R" of respectful, and seeing the perspective of others.

College and Career Readiness (High Schools Only)	
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

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. Although we recognize that the majority of our students are meeting and exceeding expectations in both ELA and Math and have improved from the previous year, we also recognize that in our English Learner subgroup we only maintained our progress. We will need to look at practices in place in the primary grade that will sustain the success for the upper grades to build upon. The support of the students who are struggling have improved with Tier II instruction and the position of the Intervention Teacher, we have seen a great improvement of those selected students. As a school we will need to look not just at specific subgroups but also the essential standards so they may be more aligned to our academic instruction.

This will also be true for our SEL practices. To maintain and find coping strategies in specific targeted areas will be critical. Through the social emotional regulation, having our staff connect with students, we will need to take a deeper look at what students are feeling throughout the year (rather than just the Panorama data) to shift our practices throughout the year. These areas of focus will be the key for students feeling more comfortable, safe, and secure here at school.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

The planning process for the 2023-24 SPSA began with the evaluation of the 2022-2023 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 was reviewed with all certificated staff members and constantly reviewed with our PLC teams. This information was also shared at all meetings with the School Site Council to receive their feedback and recommendations. As a School Site Council we have met on September 28, 2023, December 7th, 2023, February 8th, 2024, and April 5, 2024. The site plan is a working document that is referred to throughout the year to assist our Santiago Hills team.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

The strategies that were most effective were two fold:

1. We spent the majority of our money on school personnel in the form of Instructional Assistants. They were able to collaborate with the grade levels to foster individual and small group instructions. Through both summative and formative data, it was clear of what students were learning, who needed more instructional support on essential standards, and one IA specifically working with our intervention teacher.
2. The intervention teacher worked with over 35 students across all grade levels to gain the foundation in ELA and math.. All students improved, including our EL's, but not at the same rate as EO.

Which strategies were most effective? Least effective?

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

With a decrease in budget, we will not have as many IA's next year but will continue with intervention teacher. Our goals from previous year's SPSA were on track and implemented.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

There will be more of a focus in writing for both the intervention teacher and in our general education classrooms based on the performance this year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?

- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

N/A

Priority Focus Area (Goal) 1:

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.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
<p>90% of students and staff will express high levels of satisfaction with students' overall educational experience. 70% of students will have a strong sense of belonging and favorable school climate. This data based on the Hanover Survey.</p>	<p>Currently 82% of students and 79% of parents express high levels of satisfaction with their overall experience (Hanover). Currently 96% of our staff express high levels of satisfaction. Currently 67% of students confidently feel that sense of belonging and 62% a strong school climate.</p>	<p>We expect to see an increase in overall experience by 10%. 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.</p>
<p>60% of students will feel like they are challenging themselves and 75 percent of students will feel comfortable making mistakes in their classroom. This data based on the Hanover Survey.</p>	<p>Currently 35% of our students feel like they are challenging themselves in regards to "agreeing" or "strongly agreeing" and 32% are indifferent. Only 44% of our students feel comfortable making a mistake at school and 30% neither agree or disagree(Hanover).</p>	<p>We expect this to be 10% 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 continue to work with Language Department and Curriculum Departments in both ELA / math / Second Language / Literacy and PBIS to incorporate more of these types of lessons.</p>
<p>88% of students will have at least one trusted adult to help guide them and have someone to talk to if they are struggling. This data based on the Hanover Survey.</p>	<p>Currently 87% 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).</p>	<p>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 being led by teachers/administration/classified staff it will further connect an adult with the students. We have as a goal at least 95% of our students to have at least one trusted adult.</p>

Actions, Strategies, and Expenditures:

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	<p>Funding Source</p>	<p>Budgeted Amount</p>	<p>Students Served</p>	<p>Person Responsible</p>
<p>YEAR 1: Professional learning for staff on social emotional learning strategies Supplemental Support for EL Learners Additional support staff for all students to achieve support in all content areas Release for teachers for planning / training / Provide technology and literature/curriculum/ supplies that will support the unique needs of all students</p> <p>YEAR 2:</p> <p>YEAR 3:</p>	<p>YEAR 1: LCFF Base LCFF Supplemental</p>	<p>YEAR 1: 2500 500</p>	<p>YEAR 1: all students Second Language Learners Special Education Socioeconomically Disadvantaged</p>	<p>YEAR 1: Principal Site TOSA MTSS Team PBIS Team Special Education Team</p>
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>The focus of this goal is to create a positive school climate and system of supports for all students. The identified strategies will support the social-emotional well-being of all students. To do this, we will involve all teams across campus who support all subgroups of students. By using data to focus individuals and student subgroups, we will be able to identify all students needing support, regardless of subgroup. Strategies will provide all students with educational opportunities such as assemblies, programs and field trips. Parent education opportunities will cover a variety of topics and will be determined based on staff and parent input. This goal will also include any supplies necessary to support the educational program.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students. It will also focus on strategies to support behavior and individual learning needs. Specific professional development will be provided on building Grit in students and strategies for taking ownership of learning. Staff will be supported with follow-up trainings, strategies and feedback.</p> <p>Year 2: Specific professional learning topics will be identified based on Year 1 data and results. All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students.</p> <p>Year3: Specific professional learning topics will be identified based on Year 1 data and results. All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students.</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Success will be measured by an increase in a sense of positive school climate. Panorama and Annual survey data will be used to measure positive school climate data from staff, parents and students. Both the PBIS and MTSS teams will analyze student data to determine individual progress. Data will be collected at identified points throughout the school year.</p> <p>Year 2: Success will be measured by an increase in a sense of positive school climate. We will continue to search for areas of concern throughout the year via Panorama and Annual survey data will be used to measure positive school climate data from staff, parents and students. Both the PBIS and MTSS teams will analyze student data to determine individual progress. Data will be collected at identified points throughout the school year. Information will also be shared with SSC.</p> <p>Year3: Panorama and Annual survey data will be used to measure positive school climate data from staff, parents and students. Both the PBIS and MTSS teams will analyze student data to determine individual progress. Data will be collected at identified points throughout the school year. Information will also be shared with SSC.</p>			

Priority Focus Area (Goal) 2:

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.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
CAASPP data states that 87% of all students will meet or exceed standards in ELA.	Currently 85.95 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. The goal is not just to maintain but reach 90% of students to meet or exceed standards. With refinement of the staff on the learning cycle and appropriate staff development we can achieve this goal. We will look for an improvement for 90% of our students reaching standards in ELA as indicated by CAASP scores.
CAASPP data states that 83% of all students will meet or exceed standards in math.	Currently 82.25 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. We will also be looking for improvement of 85% of our students reaching standards in math as indicated by CAASP scores.
72% of our students will demonstrate "Grit" as determined by Panorama and be taught these skills with our teachers through Second Step.	Currently 71 percent of our students indicate that they are able to persevere through setbacks to achieve important long-term goals. (Panorama)	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 work that is taken home. In addition, Staff Development will continue to be a focus in this area. We would also want 85% as a goal for students to feel that they have Grit which the

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
		student/teacher relationship will be important in fostering this.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1: Certificated Teachers will participate in professional development that may include: site-based trainings, conferences, IUSD training, and/or PLC time blocks. Staff scheduled sufficiently to support weekly PLC time (PE Paras and other support staff) Substitute teachers are provided to release teachers, as needed</p> <p>Schoolwide Support: TOSA assistance, Purchase equipment, manipulatives, visuals, hardware, software, and/or licenses that support student SEL, PBIS, Language Development, and/or EDI</p> <p>The MTSS team helps to monitor school-wide student data to ensure all students have access to appropriate interventions and resources. MTSS team coordinates Summation Days with grade-level PLC teams to identify and plan Tier 2 and 3 intervention.</p> <p>Grade level Professional Learning Communities (PLC): Weekly release time will be provided for grade levels to meet for PLC time focused on analyzing data and planning interventions in response to student needs. Teams will collaborate around The Learning Cycle (TLC): identifying essential learning outcomes; aligning assessments to learning outcomes; analyzing data; planning responses to student needs. Support staff resources will be utilized to run grade level rotations during PLC. PLC Facilitator Coach will provide PLC training and development to grade level teachers during release time. In addition to weekly PLC release time, grade level PLCs will meet at least once a month on early-out Wednesday as well as full day opportunities.</p> <p>Provide instructional aide support to assist all students in support of the curriculum.</p> <p>YEAR 2: Intervention TOSA: Intervention TOSA will work with teachers and IAs to structure WIN time and provide training to build instructional capacity to sustain tier II interventions. Intervention TOSA will provide</p>	<p>YEAR 1: LCFF Base LCFF Supplemental Lottery</p>	<p>YEAR 1: 50946 15797 2805</p>	<p>YEAR 1: all students Second Language Learners Special Education Socioeconomically Disadvantaged</p>	<p>YEAR 1: Principal Site TOSA MTSS Team PBIS Team Special Education Team</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>intervention to students identified based on assessment data. Instructional schedule will support implementation of "Whatever I Need" (WIN) intervention block to provide differentiated instruction outside of core ELA and math instruction to meet the needs of students not meeting benchmark and enrichment for those exceeding benchmark.</p> <p>Continue grade level Professional Learning Communities (PLC): Weekly release time will be provided for grade levels to meet for PLC time focused on analyzing data and planning interventions in response to student needs. Teams will collaborate around The Learning Cycle (TLC): identifying essential learning outcomes; aligning assessments to learning outcomes; analyzing data; planning responses to student needs. Support staff resources will be utilized to run grade level rotations during PLC. PLC Facilitator Coach will provide PLC training and development to grade level teachers during release time. In addition to weekly PLC release time, grade level PLCs will meet at least once a month on early-out Wednesday as well as full day opportunities.</p> <p>TOSA will work with teachers and IAs to structure ELD time and provide training to build instructional capacity to sustain EL programs. TOSA will ensure adherence to all EL requirements including yearly assessment and monitoring.</p> <p>Provide instructional aide support to assist all students in support of the curriculum.</p> <p>YEAR 3: Will be based on first two years of "what is and what is not working."</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>These actions will focus on academic achievement for all students. Using data, students will receive the specific interventions and enrichment they need. All students will be matched with appropriate resources for academic success.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Professional learning will be offered that supports district and site initiatives and programs. It will also be based on identified grade level and site needs. Staff will be supported through feedback and follow-up support/resources as needed. One focus area will be how to plan and provide effective tier 1 and 2 interventions in the classroom.</p>			

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
	<p>Year 2: Professional learning will be offered that supports district and site initiatives and programs. It will also be based on identified grade level and site needs. Staff will be supported through feedback and follow-up support/resources as needed. *Specific professional learning topics will be identified based on Year 1 data and results.</p> <p>Year3: Professional learning will be continued to be offered that supports district and site initiatives and programs. It will also be based on identified grade level and site needs. Staff will be supported through feedback and follow-up support/resources as needed. *Specific professional learning topics will be identified based on Year 1 data and results.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Academic data will be collected at identified points in the school year based on assessment windows. Data will be collected from site, district and state identified assessments. Interventions and enrichment opportunities will be identified based on the data.</p> <p>Year 2: Academic data will be collected at identified points in the school year based on assessment windows. Data will be collected from site, district and state identified assessments. Interventions and enrichment opportunities will be identified based on the data.</p> <p>Year3: Academic data will be collected at identified points in the school year based on assessment windows. Data will be collected from site, district and state identified assessments. Interventions and enrichment opportunities will be identified based on the data.</p>			

Priority Focus Area (Goal) 3:

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

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
We plan on improving that only 8% 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 "low" range with 9% of our students chronically absent. 14.6% of our English Learners, 12.9% of our Socioeconomically Disadvantage and 11.5% of our Students with Disabilities were considered chronically absent. Looking further, our highest subgroup was White at 17.1%, followed by Hispanic at 15.8%, two or more races at 8.9%, and Asian ranked as low at 5.6%.	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. We would expect all subgroups to improve with a specific target being our socioeconomically disadvantaged and Hispanic subgroup no more than 10% being chronically absent. This will be measured by our school attendance and that 95% of our students arrive daily and on time in every subgroup.
88% of students will feel supported here at Santiago Hills. They will state that the school supports students of different races, ethnicities, and cultures.	Currently 87% of students feel supported here at Santiago Hills.(Panorama)	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. We have as an expectation that 95% of our students as identified by Panorama to feel supported here at school.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Certificated Teachers will participate in professional development that may include: site-based trainings, conferences, IUSD training, and/or PLC time blocks. Staff scheduled sufficiently to support weekly PLC time (PE Paras and other support staff) Substitute teachers are provided to release teachers, as needed	YEAR 1: LCFF Base LCFF Supplementa Lottery	YEAR 1: 50946 15797 2805	YEAR 1: all students Second Language Learners Special Education	YEAR 1: Principal Site TOSA MTSS Team PBIS Team

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Schoolwide Support: TOSA assistance, Purchase equipment, manipulatives, visuals, hardware, software, and/or licenses that support student SEL, PBIS, Language Development, and/or EDI</p> <p>The MTSS team helps to monitor school-wide student data to ensure all students have access to appropriate interventions and resources. MTSS team coordinates Summation Days with grade-level PLC teams to identify and plan Tier 2 and 3 intervention.</p> <p>Grade level Professional Learning Communities (PLC): Weekly release time will be provided for grade levels to meet for PLC time focused on analyzing data and planning interventions in response to student needs. Teams will collaborate around The Learning Cycle (TLC): identifying essential learning outcomes; aligning assessments to learning outcomes; analyzing data; planning responses to student needs. Support staff resources will be utilized to run grade level rotations during PLC. PLC Facilitator Coach will provide PLC training and development to grade level teachers during release time. In addition to weekly PLC release time, grade level PLCs will meet at least once a month on early-out Wednesday as well as full day opportunities.</p> <p>Provide instructional aide support to assist all students in support of the curriculum.</p> <p>YEAR 2:</p> <p>Intervention TOSA: Intervention TOSA will work with teachers and IAs to structure WIN time and provide training to build instructional capacity to sustain tier II interventions. Intervention TOSA will provide intervention to students identified based on assessment data. Instructional schedule will support implementation of "Whatever I Need" (WIN) intervention block to provide differentiated instruction outside of core ELA and math instruction to meet the needs of students not meeting benchmark and enrichment for those exceeding benchmark.</p> <p>Continue grade level Professional Learning Communities (PLC): Weekly release time will be provided for grade levels to meet for PLC time focused on analyzing data and planning interventions in response to student needs. Teams will collaborate around The Learning Cycle (TLC): identifying essential learning outcomes; aligning assessments to learning outcomes; analyzing data; planning responses to student needs. Support staff resources</p>			Socioeconomically Disadvantaged	Special Education Team

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>will be utilized to run grade level rotations during PLC. PLC Facilitator Coach will provide PLC training and development to grade level teachers during release time. In addition to weekly PLC release time, grade level PLCs will meet at least once a month on early-out Wednesday as well as full day opportunities.</p> <p>TOSA will work with teachers and IAs to structure ELD time and provide training to build instructional capacity to sustain EL programs. TOSA will ensure adherence to all EL requirements including yearly assessment and monitoring.</p> <p>Provide instructional aide support to assist all students in support of the curriculum.</p> <p>YEAR 3: Will be based on first two years of "what is and what is not working."</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>These actions will focus on academic achievement for all students. Using data, students will receive the specific interventions and enrichment they need. All students will be matched with appropriate resources for academic success.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Professional learning will be offered that supports district and site initiatives and programs. It will also be based on identified grade level and site needs. Staff will be supported through feedback and follow-up support/resources as needed. One focus area will be how to plan and provide effective tier 1 and 2 interventions in the classroom.</p> <p>Year 2: Professional learning will be offered that supports district and site initiatives and programs. It will also be based on identified grade level and site needs. Staff will be supported through feedback and follow-up support/resources as needed. *Specific professional learning topics will be identified based on Year 1 data and results.</p> <p>Year3: Same as above</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Academic data will be collected at identified points in the school year based on assessment windows. Data will be collected from site, district and state identified assessments. Interventions and enrichment opportunities will be identified based on the data.</p> <p>Year 2: Academic data will be collected at identified points in the school year based on assessment windows. Data will be collected from site, district</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	and state identified assessments. Interventions and enrichment opportunities will be identified based on the data. Year3: Academic data will be collected at identified points in the school year based on assessment windows. Data will be collected from site, district and state identified assessments. Interventions and enrichment opportunities will be identified based on the data.			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

Instructional assistants support students across all grade levels. They work on a schedule that allows for support during WIN time for all grade levels. Instructional assistants provide both academic and supervision supports across campus. They are provided with professional learning opportunities to continually improve their strategies to support students.

Intervention opportunities are provided for students between the bells and after school. Data analysis allows the team to determine what interventions are needed and what students would best benefit from them. Our site support TOSA provides academic, behavioral and social-emotional support to students across the grade levels. Our TOSA also support teachers and staff in the day to day operations of the school site as well as being our Professional Learning Community Coach.

ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Santiago Hills Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of .

This ATSI Plan is aligned to the District’s Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:

n/a

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons

ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$142,096.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Base	\$104,392.00
LCFF Supplemental	\$32,094.00
Lottery	\$5,610.00

Subtotal of state or local funds included for this school: \$142,096.00

Total of federal, state, and/or local funds for this school: \$142,096.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCFF Base	104,392.00
LCFF Supplemental	32,094.00
Lottery	5,610.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	104,392.00
	LCFF Supplemental	32,094.00
	Lottery	5,610.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,000.00
Goal 2	69,548.00
Goal 3	69,548.00
ATSI Goal	

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Advisory Committee

Special Education Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:



Principal, Thomas Potwora on 5/20/24



SSC Chairperson, Paul Josenhans on 5/20/24

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Thomas Potwora	Principal
Lauren Wisch	Classroom Teacher
Margaret Kelly	Classroom Teacher
Minna Morikawa	Classroom Teacher
Darcie Ott	Other School Staff
Paul Josenhans	Parent or Community Member
Elmas Gunes	Parent or Community Member
Laura Tijerino	Parent or Community Member
Isaiaruvi Malarmannan	Parent or Community Member
Anne Sodhi	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Santiago Hills Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.18%	0	0	1
African American	0.19%	0.18%	0.36%	1	1	2
Asian	52.08%	58.94%	63.99%	276	323	359
Filipino	1.32%	1.28%	1.60%	7	7	9
Hispanic/Latino	7.92%	6.75%	7.13%	42	37	40
Pacific Islander	0.19%	0.18%	0.18%	1	1	1
White	18.68%	18.25%	15.69%	99	100	88
Multiple/No Response	14.34%	11.5%	10.52%	76	63	59
Total Enrollment				530	548	561

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	74	45
Grade 1	66	46	64
Grade 2	54	70	60
Grade3	53	58	84
Grade 4	95	83	87
Grade 5	106	100	87
Grade 6	97	117	111
Total Enrollment	530	548	561

Conclusions based on this data:

1. Student enrollment continues to lower in our primary grades. We do pick up students throughout the year; however this will impact the amount of classes within the grade level.
2. Sixth grade was our largest grade level at 117 students and our smallest was kindergarten with 46 students. That is a difference of over "two classes."

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	97	58	83	19.1%	18.3%	14.8%
Fluent English Proficient (FEP)	102	163	191	15.3%	19.2%	34.0%
Reclassified Fluent English Proficient (RFEP)	45	88		75.6%	31.70%	

Conclusions based on this data:

1. The percentage of EL students have decreased from 21-22 to 22=23.
2. We have reclassified nearly 30% of our EL Learners.

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			% 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	60	0	57	59	0	57	59	0.0	100.0	98.3
Grade 4	51	97	86	0	96	85	0	96	85	0.0	99.0	98.8
Grade 5	43	108	107	0	108	104	0	108	104	0.0	100.0	97.2
Grade 6	44	89	121	0	87	115	0	87	115	0.0	97.8	95.0
All Grades	182	351	374	0	348	363	0	348	363	0.0	99.1	97.1

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.	2482.		52.63	50.85		21.05	22.03		17.54	10.17		8.77	16.95
Grade 4		2569.	2595.		66.67	75.29		17.71	14.12		8.33	5.88		7.29	4.71
Grade 5		2602.	2611.		62.04	68.27		24.07	23.08		9.26	3.85		4.63	4.81
Grade 6		2640.	2628.		73.56	58.26		16.09	26.96		6.90	11.30		3.45	3.48
All Grades	N/A	N/A	N/A		64.66	63.91		19.83	22.04		9.77	7.71		5.75	6.34

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	32.20		54.39	61.02		10.53	6.78
Grade 4		46.88	61.18		50.00	36.47		3.13	2.35
Grade 5		52.78	50.00		44.44	47.12		2.78	2.88
Grade 6		59.77	47.83		36.78	44.35		3.45	7.83
All Grades		50.00	49.04		45.69	46.01		4.31	4.96

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	38.98		38.60	45.76		14.04	15.25
Grade 4		50.00	64.71		43.75	31.76		6.25	3.53
Grade 5		61.11	57.69		35.19	36.54		3.70	5.77
Grade 6		60.92	55.65		35.63	40.00		3.45	4.35
All Grades		55.75	55.65		38.22	38.02		6.03	6.34

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	16.95		71.93	72.88		1.75	10.17
Grade 4		30.21	42.35		62.50	55.29		7.29	2.35
Grade 5		26.85	28.85		67.59	67.31		5.56	3.85
Grade 6		25.29	33.04		72.41	62.61		2.30	4.35
All Grades		27.30	31.40		68.10	63.91		4.60	4.68

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	40.68		59.65	54.24		10.53	5.08
Grade 4		53.13	48.24		42.71	45.88		4.17	5.88
Grade 5		50.93	53.85		43.52	43.27		5.56	2.88
Grade 6		56.32	53.04		39.08	41.74		4.60	5.22
All Grades		49.43	50.14		44.83	45.18		5.75	4.68

Conclusions based on this data:

1. Overall achievement in Reading increased in every grade level. 4th grade scores were lower; however the subgroup performed over 4% better than the previous year.
2. The percentage in Writing was nearly the same below standard and listening. Those above standard increased for the better by approximately 4%.
3. In Research and Inquiry we increased slightly.

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			% 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	60	0	56	60	0	56	60	0.0	100.0	100.0
Grade 4	51	97	86	0	96	85	0	96	85	0.0	99.0	98.8
Grade 5	43	109	107	0	109	107	0	109	107	0.0	100.0	100.0
Grade 6	44	89	121	0	87	120	0	87	120	0.0	97.8	99.2
All Grades	182	351	374	0	348	372	0	348	372	0.0	99.1	99.5

* 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.	2507.		64.29	55.00		19.64	26.67		8.93	10.00		7.14	8.33
Grade 4		2581.	2610.		65.63	76.47		18.75	12.94		8.33	10.59		7.29	0.00
Grade 5		2592.	2602.		58.72	65.42		21.10	14.02		13.76	12.15		6.42	8.41
Grade 6		2648.	2641.		65.52	61.67		13.79	18.33		13.79	15.00		6.90	5.00
All Grades	N/A	N/A	N/A		63.22	65.05		18.39	17.20		11.49	12.37		6.90	5.38

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	63.33		26.79	28.33		10.71	8.33
Grade 4		70.83	83.53		21.88	15.29		7.29	1.18
Grade 5		56.88	61.68		33.03	29.91		10.09	8.41
Grade 6		62.07	59.17		29.89	34.17		8.05	6.67
All Grades		62.93	66.13		28.16	27.69		8.91	6.18

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	50.00		39.29	41.67		5.36	8.33
Grade 4		59.38	62.35		33.33	35.29		7.29	2.35
Grade 5		53.21	58.88		40.37	30.84		6.42	10.28
Grade 6		54.02	52.50		41.38	40.83		4.60	6.67
All Grades		55.46	56.18		38.51	36.83		6.03	6.99

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	50.00		35.71	46.67		5.36	3.33
Grade 4		58.33	71.76		33.33	27.06		8.33	1.18
Grade 5		46.79	51.40		44.95	42.06		8.26	6.54
Grade 6		60.92	57.50		33.33	35.83		5.75	6.67
All Grades		55.46	57.80		37.36	37.37		7.18	4.84

Conclusions based on this data:

1. More students exceed the standards in math and fewer students fell below the Standard.
2. There is not a significant difference of those falling below standard in any subgroup and they are all relatively equal.

School and Student Performance Data

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1456.5	*	1406.9	1444.0	*	1384.0	1485.7	10	15	23
1	*	1467.1	*	*	1451.5	*	*	1481.9	*	8	11	7
2	*	*	1483.0	*	*	1480.3	*	*	1485.0	4	9	11
3	*	*	*	*	*	*	*	*	*	10	4	8
4	*	1551.5	*	*	1577.7	*	*	1524.9	*	8	11	5
5	*	*	1580.7	*	*	1605.6	*	*	1555.5	4	6	13
6	*	*	*	*	*	*	*	*	*	6	4	10
All Grades										50	60	77

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	34.78	*	13.33	26.09	*	40.00	34.78	*	33.33	4.35	*	15	23
1	*	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11	*
2	*	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11	*
5	*	*	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.98	31.67	32.47	32.65	35.00	33.77	16.33	20.00	25.97	2.04	13.33	7.79	49	60	77

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	26.09	*	26.67	30.43	*	33.33	39.13	*	33.33	4.35	*	15	23
1	*	54.55	*	*	9.09	*	*	18.18	*	*	18.18	*	*	11	*
2	*	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	90.91	*	*	9.09	*	*	0.00	*	*	0.00	*	*	11	*
5	*	*	84.62	*	*	7.69	*	*	0.00	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.27	48.33	44.16	20.41	23.33	25.97	8.16	15.00	22.08	8.16	13.33	7.79	49	60	77

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	30.43	*	20.00	30.43	*	40.00	26.09	*	33.33	13.04	*	15	23
1	*	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11	*
2	*	*	9.09	*	*	27.27	*	*	54.55	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	27.27	*	*	63.64	*	*	0.00	*	*	11	*
5	*	*	7.69	*	*	61.54	*	*	23.08	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.65	20.00	16.88	30.61	35.00	35.06	28.57	31.67	31.17	8.16	13.33	16.88	49	60	77

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	43.48	*	66.67	52.17	*	20.00	4.35	*	15	23
1	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*
2	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	90.91	*	*	9.09	*	*	0.00	*	*	11	*
5	*	*	69.23	*	*	23.08	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	48.33	42.86	32.65	41.67	51.95	10.20	10.00	5.19	49	60	77

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	21.74	*	60.00	60.87	*	40.00	17.39	*	15	23
1	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
2	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
5	*	*	84.62	*	*	7.69	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	67.35	43.33	46.75	28.57	38.33	40.26	4.08	18.33	12.99	49	60	77

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	30.43	*	60.00	65.22	*	33.33	4.35	*	15	23
1	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
2	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
5	*	*	38.46	*	*	53.85	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.49	21.67	24.68	63.27	60.00	55.84	12.24	18.33	19.48	49	60	77

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	60.87	*	60.00	26.09	*	20.00	13.04	*	15	23
1	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
2	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
5	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.69	21.67	33.77	59.18	68.33	51.95	6.12	10.00	14.29	49	60	77

Conclusions based on this data:

1. The overall language of students at Level 4 increased over 30 points

2. Level 1 is not 4.35 of students as opposed 33.33 the previous year

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
548	11.1	10.6	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	10.6
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	61	11.1
Students with Disabilities	37	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	323	58.9
Filipino	7	1.3
Hispanic	37	6.8
Two or More Races	63	11.5
Pacific Islander	1	0.2
White	100	18.2

Conclusions based on this data:

- 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%.
- 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






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  Green		

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

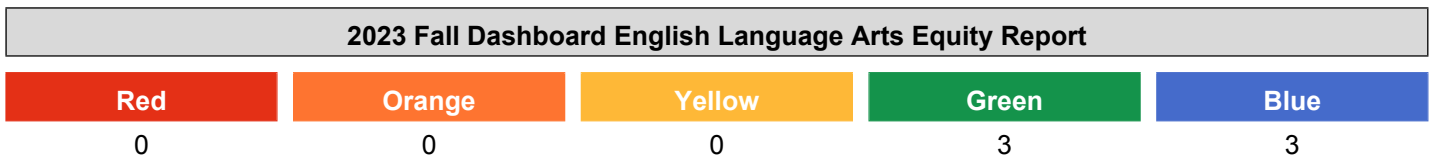
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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 provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>101.8 points above standard</p> <p>Increased +7.7 points</p> <p>348 Students</p>	<p>English Learners</p> <p>Blue</p> <p>81.1 points above standard</p> <p>Increased +3.9 points</p> <p>87 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>60.8 points above standard</p> <p>Maintained -1.4 points</p> <p>40 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>26.7 points above standard</p> <p>Increased +13.6 points</p> <p>31 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 121.6 points above standard Decreased -3.7 points 219 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
19.3 points above standard Decreased -5.3 points 20 Students	 Green 86 points above standard Decreased -4.4 points 39 Students	Less than 11 Students 1 Student	 Blue 61 points above standard Increased Significantly +26.6 points 51 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
22 points below standard Increased Significantly +68.9 points 19 Students	109.9 points above standard Increased +4.3 points 68 Students	98.6 points above standard Increased +8.2 points 204 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 points 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

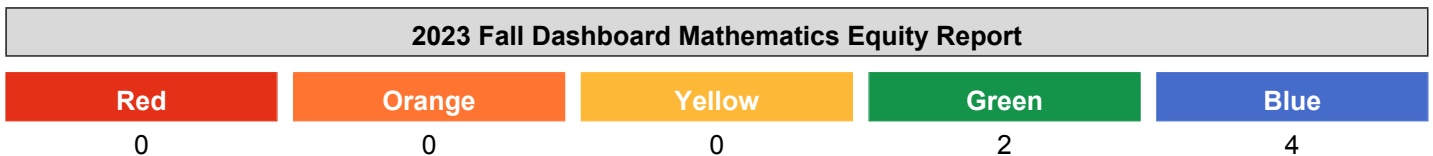
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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 provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 92.9 points above standard Increased +9.8 points 348 Students	English Learners Green 83.4 points above standard Decreased -3.5 points 87 Students	Foster Youth Less than 11 Students 1 Student
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 55.8 points above standard Increased Significantly +21 points 40 Students	Students with Disabilities Blue 26.9 points above standard Increased Significantly +26.7 points 31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Blue 122.6 points above standard Maintained -1.7 points 219 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
22.5 points below standard Increased +5.8 points 20 Students	 Blue 65.4 points above standard Increased +8.3 points 39 Students	Less than 11 Students 1 Student	 Green 33.9 points above standard Increased +10 points 51 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
14.4 points above standard Increased Significantly +61.9 points 19 Students	102.6 points above standard Decreased -6.9 points 68 Students	84.5 points above standard Increased +14.3 points 204 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. 13 new English learners have yet to reach proficient status.

School and Student Performance Data

Academic Performance English Learner Progress

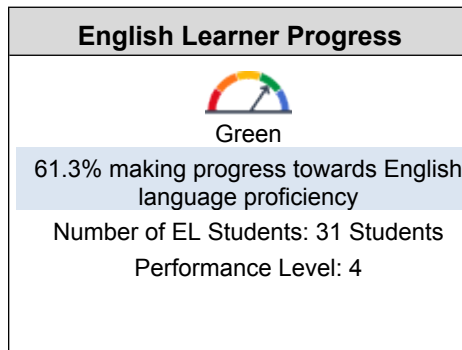
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
2	10	0	19

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 Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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 provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 9% Chronically Absent Increased 1.3 586 Students	English Learners Orange 14.6% Chronically Absent Increased 2.3 82 Students	Foster Youth Less than 11 Students 2 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 12.9% Chronically Absent Increased 1.1 85 Students	Students with Disabilities Yellow 11.5% Chronically Absent Declined -3 52 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Yellow 5.6% Chronically Absent Maintained -0.4 355 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.8% Chronically Absent Declined -2.8 38 Students	 Orange 8.9% Chronically Absent Increased 3.9 79 Students	Less than 11 Students 1 Student	 Orange 17.1% Chronically Absent Increased 8.2 105 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%.

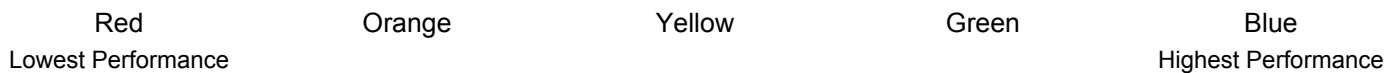
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

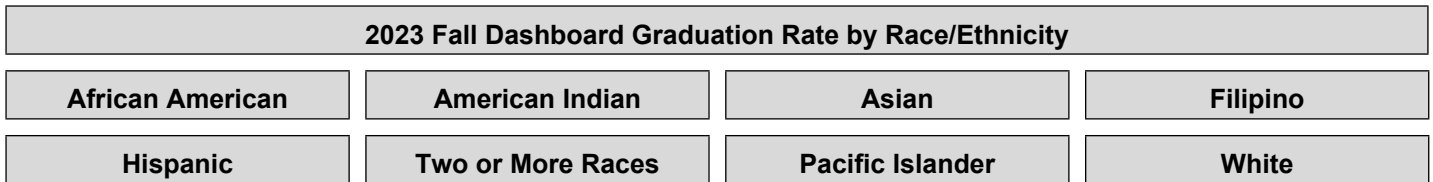
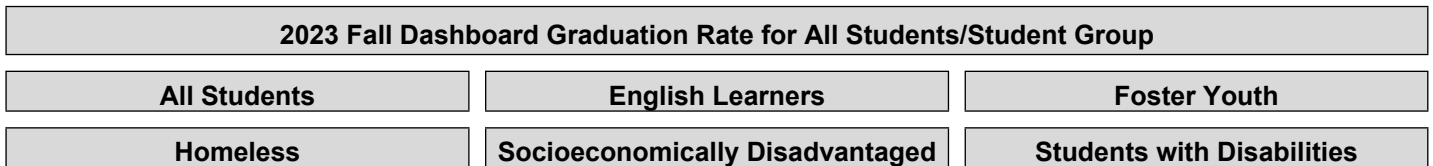
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

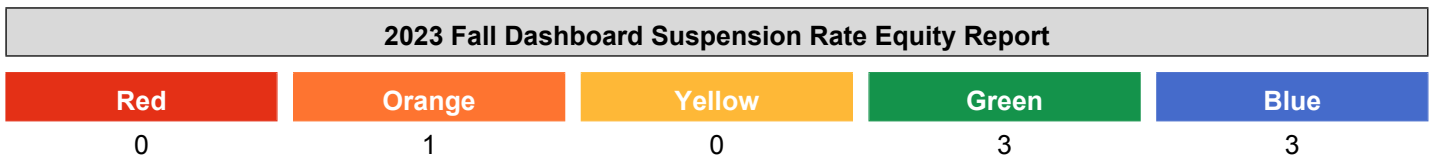
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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 provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Orange	Less than 11 Students 2 Students
0.2% suspended at least one day	1.2% suspended at least one day	
Maintained -0.2 590 Students	Increased 1.2 84 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Green
0 Students	1.2% suspended at least one day	1.9% suspended at least one day
	Declined -1.4 86 Students	Declined -2.2 52 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Green 0.3% suspended at least one day Increased 0.3 357 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Declined -2.3 38 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 79 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue 0% suspended at least one day Declined -1 107 Students</p>

Conclusions based on this data:

- 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.

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Advisory Committee

Special Education Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:



Principal, Thomas Potwora on 5/20/24



SSC Chairperson, Paul Josenhans on 5/20/24