

School Year: **2025-26**



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	4/8/25	June 24, 2025

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.

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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	LPA Overall K-2 data, CAASPP ELA data for grades 3-6, ELPAC data for English Learners. Panorama Data and Hanover Survey Data.
Strengths	Overall achievement in Reading increased in every grade level. The percentage in Writing was nearly the same below standard, and those above standard increased by approximately 4%. There was a slight increase in Research and Inquiry. As a school, Santiago Hills grew in ELA. For second language learners, 94% maintained or grew in their ELPAC levels. English Learners are excelling academically when compared to state, county, and district achievement. In the CA School Dashboard, ELA is rated as Green, 95.3 points above standard.
Areas for Growth	Some English Learners are not making the same progress as their peers. Special education and socioeconomically disadvantaged groups are not performing at the same level as other students in ELA. Fourth-grade ELA scores were lower, although this subgroup performed over 4% better than the previous year.
Questions & Key Findings	Students are receiving designated English Language Development and academic interventions. The intervention teacher is helping to improve the achievement gap. The school needs to look at practices in place in the primary grades to sustain success in the upper grades for ELA

	Math
Data Analyzed	Math EOC assessments for Grades 1-2, CAASPP Math data for grades 3-6. District assessments.
Strengths	Math continues to be a strength for Santiago Hills at all grade levels. As a school, there was an increase of 9.8 points in math, reaching 92.9 points above standard. Math on the CA School Dashboard is rated as Blue, 104.1 points above standard.
Areas for Growth	Although English Learners performed 83.4 points above standard in math, their scores declined by 3.5 points. Students with Disabilities and Socioeconomically Disadvantaged students are not performing at the same level as other students.
Questions & Key Findings	Language-rich questions in math may present obstacles for English Learners. Improved reading comprehension scores correlated with improved math scores in subgroups. The intervention teacher working with math rotations has shown an increase in District tests. The school needs to look at essential standards in math to align them more closely with academic instruction.

	SEL/Behavior
Data Analyzed	Panorama Data (Spring 2024), Hanover Data, Suspension and Expulsion data.
Strengths	67% of students have a favorable and strong sense of belonging, and 62% report a favorable school climate according to Spring 2024 Panorama data. 61% of students feel comfortable sharing their ideas. 87% of students feel like they have someone to talk to at school. Comparatively speaking, students are comfortable with the school climate and

SEL/Behavior	
	feel that teachers use effective teaching strategies (90% of students). Suspensions at Santiago Hills remain very low. Chronic Absenteeism is rated Blue.
Areas for Growth	46% of students feel that students are always respectful, with 18% feeling that they are not. Chronic absenteeism is an area for improvement, with 9% of students chronically absent. Specific subgroups have higher rates of chronic absenteeism, including English Learners (14.6%), Socioeconomically Disadvantaged students (12.9%), Students with Disabilities (11.5%), White students (17.1%), and Hispanic students (15.8%). The suspension rate increased by 0.9%.
Questions & Key Findings	Consistent SEL practices developed this school year need to continue, including rotations with the ERC and guidance specialist using the Second Step Curriculum. More "grade level check-ins" could be beneficial. The work on SEL will continue to focus on how students treat one another and understanding different perspectives. There's a need to understand why certain subgroups have higher rates of chronic absenteeism.

School Climate	
Data Analyzed	Panorama Data (Fall 2024), Hanover Survey Data, Chronic Absenteeism data from the California School Dashboard, Suspension Rate data from the California School Dashboard.
Strengths	The overall social and learning climate of the school is perceived positively at 72% favorable (Fall 2024 Panorama). Students' sense of belonging is also positive at 73% favorable (Fall 2024 Panorama). 64% of students see their culture represented at school. Chronic Absenteeism is rated Blue, with a decline of 4.7%. The Suspension Rate is Yellow, indicating a low percentage of students suspended. 90% of students feel that teachers use effective teaching strategies.
Areas for Growth	Students feel that others are not always respectful (18% feel they are not respectful). 17% of students don't feel their culture is represented. Chronic absenteeism, while rated Blue overall, is an area needing attention in specific subgroups. The suspension rate has increased slightly. Only 35% of students feel like they are challenging themselves, and 44% feel comfortable making mistakes (Hanover Survey data)
Questions & Key Findings	The focus on SEL needs to continue, especially concerning student respect and understanding different perspectives. A deeper look at student feelings throughout the year (beyond just Panorama data) is needed to shift practices. Strategies to increase students' feeling of being challenged and comfortable making mistakes need to be implemented, possibly through self-guided rubrics and collaborative work. Addressing the root causes of chronic absenteeism in identified subgroups is crucial.

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.)

With a focus on educational equity, Santiago Hills teachers and staff comprehensively based on the needs assessment, the priority focus areas and identified needs for Santiago Hills Elementary are:

Addressing Achievement Gaps for Subgroups in Literacy and Math: There is a clear need to focus on improving academic outcomes for English Learners, Special Education students, and Socioeconomically Disadvantaged students in both literacy and mathematics. While overall performance in these subjects is strong, these subgroups are not performing at the same level as their peers. Specifically, in math, English Learners experienced a decline in scores. The SPSA also recognizes that while the majority of students meet expectations in ELA and Math, English Learners only maintained their progress.

Reducing Chronic Absenteeism, Particularly in Specific Subgroups: Chronic absenteeism is identified as an area for improvement, with an overall rate of 9%. Notably, the rates are higher for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, White students, and Hispanic students. Understanding and addressing the barriers to consistent attendance for these specific groups is a priority. The SPSA explicitly aims to reduce chronic absenteeism to 8% overall, with a target of no more than 10% for socioeconomically disadvantaged and Hispanic students.

Enhancing Social-Emotional Learning (SEL) and School Climate, Focusing on Respect and Engagement: While the overall school climate is perceived positively, there is room for growth in fostering consistent student respect towards one another. Additionally, a significant portion of students do not feel consistently challenged academically, and many are not fully comfortable making mistakes. Continuing to implement and deepen consistent SEL practices and creating a more supportive environment for academic risk-taking are key needs.

Ensuring Effective Support for English Language Development: While English Learners are showing overall academic strengths compared to state averages, there are indications that some are not making sufficient progress in literacy and experienced a decline in math scores. Continued focus on individualized and group lessons with high academic instruction, along with ongoing staff development, is crucial for supporting EL progress. The SPSA also highlights the need to look at practices in primary grades to build upon success for upper grades in supporting EL students.

These identified needs align with Santiago Hills Elementary designation for Additional Targeted Support and Improvement (ATSI), which requires the school to address the needs of consistently underperforming student groups. The School Plan for Student Achievement (SPSA) is designed to address these areas through targeted strategies, actions, and resource allocation

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

For the Educational Partner Involvement section, you can write about the various ways Santiago Hills Elementary School engages with its stakeholders in the planning, review, and improvement of school programs, particularly the Single Plan for Student Achievement (SPSA). Here's what you can include, drawing from the sources:

Santiago Hills Elementary School recognizes the critical importance of involving educational partners in the development, review, and improvement of the School Plan for Student Achievement (SPSA) and the budget process. The school employs several strategies to ensure meaningful involvement from parents, staff, and the community.

The planning process for the SPSA is collaborative and ongoing. For the 2023-24 SPSA, the process began with an evaluation of the previous year's plan. The school staff reviewed various data sources, including Panorama Data, the Hanover Survey Data, state standardized testing data, and District assessments. This data review was conducted with all certificated staff members and consistently revisited during Professional Learning Community (PLC) team meetings.

The School Site Council (SSC) plays a vital role in the SPSA process. The SSC is composed of staff and parent members whose responsibility it is to plan, monitor, and evaluate the School Improvement Plan (which is documented in the SPSA). Parent members are selected via electronic ballot in the fall. The SSC meetings and agendas are listed in the front office.. The data reviewed by staff was also shared at all SSC meetings to receive their feedback and recommendations. The SSC also reviewed the content requirements for school plans and believes all such requirements have been met. The previous year's SPSA was adopted by the SSC at a public meeting on May 20, 2024. The SSC membership ensures parity between school personnel (including the principal, classroom teachers, and other staff) and parents or community members, with classroom teachers comprising the majority of the former group. This year our committee met on October 15th, 2024, December 5th, 2024, February 20th, 2025 and finally on April 8th, 2025.

The Parent-Teacher Association (PTA) is another significant avenue for parental involvement. All parents are welcome to join the PTA, a volunteer group whose goal is to support the programs at Santiago Hills and the overall educational system. The PTA Board, elected annually in the spring, coordinates a variety of programs and activities throughout the year. All parents are encouraged to attend General Association meetings, and information about meetings is available online.

The school also has an English Language Advisory Committee (ELAC). This committee is composed of parents of English Language Learners who meet to review the instructional support provided to their children. Furthermore, the school communicates weekly with the school community through the "Tiger Times" and welcomes them to Friday Flag Deck gatherings, providing opportunities for informal interaction and contact with school staff.

In summary, the development of the SPSA at Santiago Hills Elementary involves a comprehensive process of data review by staff, followed by collaboration and feedback from key educational partners through the School Site Council, PTA, and ELAC, ensuring that the plan reflects the diverse perspectives and needs of the school community. This ongoing engagement ensures that the SPSA remains a working document that guides the school's continuous improvement efforts.

Annual Review

SPSA Year Reviewed: 2024-25

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 strategy of allocating the majority of funds towards school personnel in the form of Instructional Assistants (IAs) was implemented as planned and deemed most effective. These IAs successfully collaborated with grade levels to foster individual and small group instruction. The implementation of the intervention teacher position, who worked with over 35 students across all grade levels to build foundational skills in ELA and math, was also implemented as planned and considered highly effective. All students served by the intervention teacher showed improvement.

In looking at our data, we did implement all intended strategies however, we are continually refining the role of both the instructional assistants and the intervention teacher. We have worked consistently with District TOSA's to help them maximize student growth.

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.

The most effective strategies identified in the Annual Review were:

Allocation of funds for Instructional Assistants (IAs): The review explicitly states that spending the majority of their money on school personnel in the form of Instructional Assistants was most effective. These IAs were able to collaborate with grade levels to provide individual and small group instruction. Both summative and formative data clearly showed what students were learning and who needed more instructional support on essential standards, with one IA specifically working with the intervention teacher.

Implementation of the Intervention Teacher: The strategy of having an intervention teacher who worked with over 35 students across all grade levels to build a foundation in ELA and math was also most effective. The Annual Review notes that all students who worked with the intervention teacher improved, including English Learners.

We will need to continually refine the intervention and support for English Learners since many did not move at as high of a rate.

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

The continued focus on improving outcomes for all subgroups, particularly English Learners, will continue

A key change being considered is more of a focus on writing for both the intervention teacher and in general education classrooms, based on the performance data from the previous year. The continued reliance on Instructional Assistants (to a potentially lesser extent due to budget) and the intervention teacher suggests these will remain key strategies.

The anticipated decrease in the number of Instructional Assistants due to budget limitations is a significant change in expenditure. The budget will likely continue to support the intervention teacher position. The effectiveness of these personnel in supporting student learning will likely continue to inform future expenditure decisions.

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 - Year 1	Year 2	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>72% of students report being satisfied and 23% neutral with the overall experience. Only 1% represented being dissatisfied. 85% of parents are expressing high levels of satisfaction.</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>56% of students feel that they feel comfortable making mistakes while 29% neither agree or disagree (Thought Exchange)</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>Currently 91% of our students feel that they have a supportive adult relationship (Thought Exchange). Important to note is that 93% of students feel optimistic on the future. Only 2% of parents stated they don't feel like there is an adult present/being able to talk to.</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</p>

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
			connect an adult with the students. We have as a goal at least 95% of our students to have at least one trusted adult.

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: 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	YEAR 1: LCFF Base LCFF Supplemental	YEAR 1: 2500 500	YEAR 1: all students Second Language Learners Special Education Socioeconomically Disadvantaged	YEAR 1: Principal Site TOSA MTSS Team PBIS Team Special Education Team
YEAR 2:	YEAR 2: LCFF Base LCFF Supplemental	YEAR 2: 2500 500	YEAR 2: all students Second Language Learners Special Education Socioeconomically Disadvantaged	YEAR 2: Principal Site TOSA MTSS Team PBIS Team Special Education Team
YEAR 3:				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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>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>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: Strategies for Social-Emotional Learning (SEL): These professional development opportunities would equip staff with methods and techniques to help students understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Examples of specific SEL programs or strategies that might be covered include:</p> <p>Learning about the Second Step Curriculum, as mentioned in the "Questions & Key Findings" for School Climate Data Analyzed.</p> <p>Training on how to integrate SEL into daily classroom routines and academic lessons.</p> <p>Workshops on specific SEL competencies, such as self-awareness activities or conflict resolution techniques.</p> <p>Strategies to Support Behavior: This learning would focus on proactive and reactive approaches to managing student behavior effectively and creating a positive classroom environment. Examples could include:</p> <p>Training on Positive Behavioral Interventions and Supports (PBIS), as Santiago Hills has a PBIS Team. This would involve learning about establishing school-wide expectations, teaching positive behaviors, and implementing a tiered system of support.</p> <p>Workshops on de-escalation techniques and strategies for addressing challenging behaviors.</p> <p>Professional development on creating trauma-informed classrooms.</p> <p>Strategies to Support Individual Learning Needs: This would involve learning how to differentiate instruction and provide support for students with diverse learning profiles. Examples might include:</p> <p>Training on Universal Design for Learning (UDL) principles.</p> <p>Workshops on specific accommodations and modifications for students with disabilities or English Learners.</p> <p>Learning about different learning styles and how to cater to them.</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
	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.			

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 - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
<p>CAASPP data states that 87% of all students will meet or exceed standards in ELA.</p>	<p>Currently 85.95 percent of our students are meeting standards in ELA (CAASPP Results).</p>	<p>85% or 84.72% of students currently meet or exceed these standards, depending on the specific grade levels included in the calculation provided. All grade levels made progress; however the first year third grade were lower than the previous students.</p>	<p>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.</p>
<p>CAASPP data states that 83% of all students will meet or exceed standards in math.</p>	<p>Currently 82.25 percent of our students are meeting standards in math (CAASPP Results).</p>	<p>According to the 2024 School Accountability Report Card (SARC), 87% of students in grades 3-8 and 11 met or exceeded the state standard in Mathematics/Literacy in 2023-24.</p> <p>More detailed 2023-24 CAASPP data shows that 86.86% of All Students in grades 3-8 and 11 met or exceeded the state standard in Mathematics</p>	<p>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</p>

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
			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)	Currently 74% of our students indicate that they are able to persevere through setbacks (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 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:</p> <p>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;</p>	<p>YEAR 1:</p> <p>LCFF Base</p> <p>LCFF Supplemental</p> <p>Lottery</p>	<p>YEAR 1:</p> <p>50946</p> <p>15797</p> <p>2805</p>	<p>YEAR 1:</p> <p>all students</p> <p>Second Language Learners</p> <p>Special Education</p> <p>Socioeconomically Disadvantaged</p>	<p>YEAR 1:</p> <p>Principal</p> <p>Site TOSA</p> <p>MTSS Team</p> <p>PBIS Team</p> <p>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>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 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 2:</p> <p>LCFF Base LCFF Supplemental Lottery</p>	<p>YEAR 2:</p> <p>50946 15797 2805</p>	<p>YEAR 2:</p> <p>all students Second Language Learners Special Education Socioeconomically Disadvantaged</p>	<p>YEAR 2:</p> <p>Principal Site TOSA MTSS Team PBIS Team 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.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 3: Will be based on first two years of "what is and what is not working."				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	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.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<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 continue to support district and site initiatives and programs. It will also be based on identified grade level and site needs. Intervention TOSA will work with teachers and IAs to structure WIN time and provide training to build instructional capacity to sustain Tier II interventions. TOSA will also provide intervention to identified students. Furthermore, TOSA will work with teachers and IAs to structure ELD time and provide training to build instructional capacity to sustain EL programs and ensure adherence to all EL requirements.</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>			

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 - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
<p>We plan on improving that only 8% of our students will be chronically absent.</p>	<p>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%.</p>	<p>The 2024 Fall Dashboard data shows that 4.3% of All Students were chronically absent. This rate has declined by 4.7 percentage points from the prior year.</p> <p>Hispanic students had the highest rate at 15.0% (Yellow performance color).</p> <p>White students were at 11.2% (Yellow performance color).</p> <p>Socioeconomically Disadvantaged students were at 7.9% (Green performance color).</p> <p>Students with Disabilities were at 6.8% (Green performance color).</p> <p>English Learners were at 5.5% (Green performance color)</p>	<p>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.</p> <p>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.</p>
<p>88% of students will feel supported here at Santiago Hills. They will state that the school supports students of different races, ethnicities, and cultures.</p>	<p>Currently 87% of students feel supported here at Santiago Hills.(Panorama)</p>	<p>Currently 89% of students feel supported here at Santiago Hills.(Panorama)</p>	<p>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.</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>	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 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>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 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>YEAR 2: LCFF Base LCFF Supplemental Lottery</p>	<p>YEAR 2: 50946 15797 2805</p>	<p>YEAR 2: all students Second Language Learners Special Education Socioeconomically Disadvantaged</p>	<p>YEAR 2: 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>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>Year 2: Professional learning will continue to support district and site initiatives and programs. It will also be based on identified grade level and site needs.</p> <p>PLC (Professional Learning Community) Time Blocks: Teachers will have dedicated time to collaborate and analyze data related to student participation and attendance, including data on chronic absenteeism across different student subgroups. This time can be used to develop</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>strategies to address identified barriers and promote more equitable participation.</p> <p>Training on educational equity: Professional development focused on understanding potential barriers to student participation that may disproportionately affect certain subgroups (e.g., English Learners, socioeconomically disadvantaged students, students with disabilities). This could involve learning about culturally responsive practices, understanding the impact of implicit bias, and strategies for creating inclusive environments.</p> <p>MTSS (Multi-Tiered System of Supports) Framework: Training on how to use the MTSS framework to identify students who are not fully participating or have attendance issues and to implement targeted interventions and supports to address these barriers. This might include learning about Tier 1 universal strategies to promote engagement, Tier 2 targeted interventions for students at risk, and Tier 3 intensive supports for students with significant challenges.</p> <p>Professional Development on Specific Subgroups: Training focused on the unique needs and potential barriers faced by specific student subgroups with higher rates of non-participation or chronic absenteeism (e.g., English Learners, socioeconomically disadvantaged students, Hispanic students, White students, Students with Disabilities, as identified in the SPSA). This could involve learning about effective strategies for engaging these students and their families.</p> <p>Year3: Same as above</p>			

Priority Focus Area (Goal) 4:

n/a

Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

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:	YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1:			
	Year 2:			
	Year3:			

LCAP ITEM (High School & Middle Schools Only):

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

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

LCAP ITEM (Elementary Schools Only):

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

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Instructional aides funded through the LCAP will be strategically assigned to support Goal 1 (positive school climate and supports) by assisting with small group social-emotional learning activities, and Goals 2 and 3 (attaining proficiency and addressing barriers) by providing targeted support during WIN (Whatever I Need) intervention blocks in ELA and math, particularly for English Learners and socioeconomically disadvantaged students.

Site funding will support intervention programs such as small group tutoring in foundational literacy and math skills during the school day through the WIN block, as well as potential before or after-school academic support programs focusing on students identified as needing Tier 2 and Tier 3 interventions based on data analysis from PLCs and the MTSS team. Funding will cover necessary materials, and potentially stipends for staff providing these additional supports.

Support for the Site TOSA will enable them to provide professional development and coaching to teachers on effective differentiation strategies, ELD instruction, and the implementation of SEL practices aligned with Goals 1 and 2. The TOSA's support will focus on ensuring the effective implementation of the SPSA through monitoring progress, facilitating communication, and supporting the equitable allocation of resources to address Goal 3 and the needs of all student subgroups

ATSI Identified Schools

ATSI Annual Review (2024-2025)

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
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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
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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

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 04/08/2025.

Attested:

Principal, Thomas Potwora on 04/08/25

SSC Chairperson, Isaiaruvi Malarmannan on 04/08/25

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members

Role

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. There has been a notable increase in the percentage and number of Asian students enrolled at the school over the three-year period. The percentage of Asian students increased from 52.08% in 2021-22 (276 students) to 58.94% in 2022-23 (323 students) and further to 63.99% in 2023-24 (359 students). This represents a significant shift in the ethnic makeup of the student body.

2. Conversely, the percentage and number of White students have decreased over the same period. The percentage of White students declined from 18.68% in 2021-22 (99 students) to 18.25% in 2022-23 (100 students) and then to 15.69% in 2023-24 (88 students). This indicates a trend of fewer White students being enrolled at the school.
3. The category of Multiple/No Response has also shown a consistent decrease in both percentage and number of students. This group represented 14.34% of the enrollment in 2021-22 (76 students), which then decreased to 11.5% in 2022-23 (63 students) and further down to 10.52% in 2023-24 (59 students). This suggests that fewer parents or guardians are choosing multiple ethnicities or not responding to this category over time.

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. There was a notable decrease in the percentage of students identified as English Learners (EL) between the 2021-22 and 2023-24 school years. The percentage of EL students decreased from 19.1% in 2021-22 (97 students) to 14.8% in 2023-24 (83 students). While there was a further decrease in the number of EL students in 2022-23 (58 students, representing 18.3%), the percentage in 2023-24 was the lowest of the three years.
2. Concurrently, there has been a substantial increase in both the number and percentage of students classified as Fluent English Proficient (FEP) over the three-year period. The number of FEP students increased from 102 in 2021-22 (15.3%) to 163 in 2022-23 (19.2%) and further to 191 in 2023-24 (34.0%). This indicates a positive trend in the language proficiency development of the student population.
3. A significant number of English Learner students were reclassified as Fluent English Proficient (RFEP) between the 2021-22 and 2022-23 school years. The number of RFEP students increased from 45 in 2021-22 to 88 in 2022-23. This is also highlighted in the "Conclusions based on this data" section within the "School Plan for Student Achievement Template," which states, "We have reclassified nearly 30% of our EL Learners", referring to this period.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	60	90	57	59	82	57	59	82	100.0	98.3	91.1
Grade 4	97	86	88	96	85	85	96	85	85	99.0	98.8	96.6
Grade 5	108	107	87	108	104	86	108	104	86	100.0	97.2	98.9
Grade 6	89	121	112	87	115	107	87	115	107	97.8	95.0	95.5
All Grades	351	374	377	348	363	360	348	363	360	99.1	97.1	95.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2484.	2482.	2475.	52.63	50.85	37.80	21.05	22.03	35.37	17.54	10.17	15.85	8.77	16.95	10.98
Grade 4	2569.	2595.	2589.	66.67	75.29	74.12	17.71	14.12	17.65	8.33	5.88	4.71	7.29	4.71	3.53
Grade 5	2602.	2611.	2622.	62.04	68.27	72.09	24.07	23.08	17.44	9.26	3.85	8.14	4.63	4.81	2.33
Grade 6	2640.	2628.	2627.	73.56	58.26	55.14	16.09	26.96	28.97	6.90	11.30	12.15	3.45	3.48	3.74
All Grades	N/A	N/A	N/A	64.66	63.91	59.72	19.83	22.04	25.00	9.77	7.71	10.28	5.75	6.34	5.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.09	32.20	24.39	54.39	61.02	64.63	10.53	6.78	10.98
Grade 4	46.88	61.18	61.18	50.00	36.47	37.65	3.13	2.35	1.18
Grade 5	52.78	50.00	39.53	44.44	47.12	55.81	2.78	2.88	4.65
Grade 6	59.77	47.83	49.53	36.78	44.35	42.99	3.45	7.83	7.48
All Grades	50.00	49.04	44.17	45.69	46.01	49.72	4.31	4.96	6.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.37	38.98	31.71	38.60	45.76	58.54	14.04	15.25	9.76
Grade 4	50.00	64.71	65.88	43.75	31.76	31.76	6.25	3.53	2.35
Grade 5	61.11	57.69	65.12	35.19	36.54	31.40	3.70	5.77	3.49
Grade 6	60.92	55.65	55.14	35.63	40.00	41.12	3.45	4.35	3.74
All Grades	55.75	55.65	54.72	38.22	38.02	40.56	6.03	6.34	4.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.32	16.95	30.49	71.93	72.88	65.85	1.75	10.17	3.66
Grade 4	30.21	42.35	40.00	62.50	55.29	58.82	7.29	2.35	1.18
Grade 5	26.85	28.85	26.74	67.59	67.31	69.77	5.56	3.85	3.49
Grade 6	25.29	33.04	28.04	72.41	62.61	69.16	2.30	4.35	2.80
All Grades	27.30	31.40	31.11	68.10	63.91	66.11	4.60	4.68	2.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.82	40.68	31.71	59.65	54.24	58.54	10.53	5.08	9.76
Grade 4	53.13	48.24	45.88	42.71	45.88	51.76	4.17	5.88	2.35
Grade 5	50.93	53.85	58.14	43.52	43.27	40.70	5.56	2.88	1.16
Grade 6	56.32	53.04	51.40	39.08	41.74	46.73	4.60	5.22	1.87
All Grades	49.43	50.14	47.22	44.83	45.18	49.17	5.75	4.68	3.61

Conclusions based on this data:

1. Overall High Achievement with a Slight Fluctuation: Santiago Hills Elementary has demonstrated consistently high overall achievement in ELA, with the percentage of students meeting or exceeding the state standard remaining above 60% for all three years. In 2021-22, 68.10% of students met or exceeded the standard, which then

decreased to 63.91% in 2022-23, before showing a slight increase to 66.11% in 2023-24. This indicates a high level of proficiency overall, although there was a notable dip in performance in the 2022-23 school year.

2. Increase in Students Performing Above Standard: While the "Percent Met or Exceeded" fluctuated, the percentage of students performing "Above Standard" in ELA showed an overall positive trend. This metric increased from 27.30% in 2021-22 to 31.40% in 2022-23, before slightly decreasing to 31.11% in 2023-24. This suggests that a growing proportion of students are not just meeting the standard but exceeding it in ELA.
3. Significant Decrease in Students Performing Below Standard: A notable positive trend is the substantial decrease in the percentage of students performing "Below Standard" in ELA over the three-year period. This percentage remained relatively stable between 2021-22 (4.60%) and 2022-23 (4.68%), but then dropped significantly to 2.78% in 2023-24. This indicates that the school's efforts are effectively supporting students in moving away from the lowest performance level in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	60	90	56	60	90	56	60	90	100.0	100.0	100
Grade 4	97	86	88	96	85	87	96	85	87	99.0	98.8	98.9
Grade 5	109	107	87	109	107	85	109	107	85	100.0	100.0	97.7
Grade 6	89	121	112	87	120	111	87	120	111	97.8	99.2	99.1
All Grades	351	374	377	348	372	373	348	372	373	99.1	99.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2518.	2507.	2509.	64.29	55.00	52.22	19.64	26.67	31.11	8.93	10.00	13.33	7.14	8.33	3.33
Grade 4	2581.	2610.	2605.	65.63	76.47	77.01	18.75	12.94	16.09	8.33	10.59	5.75	7.29	0.00	1.15
Grade 5	2592.	2602.	2638.	58.72	65.42	77.65	21.10	14.02	12.94	13.76	12.15	9.41	6.42	8.41	0.00
Grade 6	2648.	2641.	2659.	65.52	61.67	71.17	13.79	18.33	10.81	13.79	15.00	11.71	6.90	5.00	6.31
All Grades	N/A	N/A	N/A	63.22	65.05	69.44	18.39	17.20	17.43	11.49	12.37	10.19	6.90	5.38	2.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	55.36	50.00	50.00	39.29	41.67	45.56	5.36	8.33	4.44
Grade 4	59.38	62.35	72.41	33.33	35.29	24.14	7.29	2.35	3.45
Grade 5	53.21	58.88	64.71	40.37	30.84	30.59	6.42	10.28	4.71
Grade 6	54.02	52.50	60.36	41.38	40.83	34.23	4.60	6.67	5.41
All Grades	55.46	56.18	61.66	38.51	36.83	33.78	6.03	6.99	4.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58.93	50.00	46.67	35.71	46.67	51.11	5.36	3.33	2.22
Grade 4	58.33	71.76	71.26	33.33	27.06	28.74	8.33	1.18	0.00
Grade 5	46.79	51.40	65.88	44.95	42.06	34.12	8.26	6.54	0.00
Grade 6	60.92	57.50	59.46	33.33	35.83	33.33	5.75	6.67	7.21
All Grades	55.46	57.80	60.59	37.36	37.37	36.73	7.18	4.84	2.68

Conclusions based on this data:

1. Consistent and Increasing Overall Proficiency: Santiago Hills Elementary has demonstrated consistently high and increasing overall proficiency in Mathematics. The percentage of all students meeting or exceeding the state standard has shown a clear upward trend: 63.22% in 2021-22, 65.05% in 2022-23, and 69.44% in 2023-24. This indicates a strong and improving performance in mathematics across the student population. This is further supported by the 2024 Fall Dashboard, which rates overall Mathematics performance as Blue, with the school scoring 104.1 points above the standard and showing an increase of 11.2 points.
2. Growth in Students Exceeding Standards and Reduction in Those Below Standard: An examination of the performance levels reveals a positive shift in student outcomes. There has been a notable increase in the percentage of students performing "Above Standard" in Mathematics from 21.41% in 2021-22 to 22.48% in 2022-23, and further to 26.81% in 2023-24. Concurrently, there has been a decrease in the percentage of students performing "Below Standard" from 6.90% in 2021-22 to 5.38% in 2022-23, and down to 2.95% in 2023-24. This indicates that the school is not only improving overall proficiency but also moving more students into the highest achievement levels while effectively supporting those who were previously struggling. The report explicitly states that "More students exceed the standards in math and fewer students fell below the Standard".
3. Relatively Consistent Performance Across Mathematical Areas: While there are fluctuations in specific areas, the performance across the "Problem Solving & Modeling/Data Analysis" and "Communicating Reasoning" domains in Mathematics has remained relatively consistent at the "Above Standard" level over the three years. In "Problem Solving & Modeling/Data Analysis," the "Percent Above Standard" was 55.46% in 2021-22, 56.18% in 2022-23, and 61.66% in 2023-24. Similarly, in "Communicating Reasoning," the "Percent Above Standard" was 55.46% in 2021-22, 57.80% in 2022-23, and 60.59% in 2023-24. This suggests a balanced strength in these key mathematical practices and content areas. The conclusion in the report also notes that "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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1400.1	1456.5	1447.3	1406.9	1444.0	1458.2	1384.0	1485.7	1421.4	15	23	17
1	1467.1	*	1473.4	1451.5	*	1464.1	1481.9	*	1482.2	11	7	17
2	*	1483.0	*	*	1480.3	*	*	1485.0	*	9	11	6
3	*	*	1485.4	*	*	1487.7	*	*	1482.7	4	8	23
4	1551.5	*	1527.2	1577.7	*	1538.9	1524.9	*	1514.9	11	5	11
5	*	1580.7	*	*	1605.6	*	*	1555.5	*	6	13	6
6	*	*	*	*	*	*	*	*	*	4	10	8
All Grades										60	77	88

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	34.78	23.53	13.33	26.09	41.18	40.00	34.78	29.41	33.33	4.35	5.88	15	23	17
1	27.27	*	11.76	36.36	*	47.06	18.18	*	35.29	18.18	*	5.88	11	*	17
2	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11	*
3	*	*	17.39	*	*	26.09	*	*	26.09	*	*	30.43	*	*	23
4	45.45	*	45.45	45.45	*	18.18	9.09	*	18.18	0.00	*	18.18	11	*	11
5	*	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.67	32.47	27.27	35.00	33.77	34.09	20.00	25.97	25.00	13.33	7.79	13.64	60	77	88

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	26.09	29.41	26.67	30.43	35.29	33.33	39.13	29.41	33.33	4.35	5.88	15	23	17
1	54.55	*	11.76	9.09	*	52.94	18.18	*	29.41	18.18	*	5.88	11	*	17
2	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11	*
3	*	*	39.13	*	*	30.43	*	*	0.00	*	*	30.43	*	*	23
4	90.91	*	63.64	9.09	*	9.09	0.00	*	18.18	0.00	*	9.09	11	*	11
5	*	84.62	*	*	7.69	*	*	0.00	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.33	44.16	42.05	23.33	25.97	29.55	15.00	22.08	14.77	13.33	7.79	13.64	60	77	88

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	30.43	23.53	20.00	30.43	17.65	40.00	26.09	58.82	33.33	13.04	0.00	15	23	17
1	27.27	*	11.76	36.36	*	41.18	27.27	*	41.18	9.09	*	5.88	11	*	17
2	*	9.09	*	*	27.27	*	*	54.55	*	*	9.09	*	*	11	*
3	*	*	4.35	*	*	21.74	*	*	34.78	*	*	39.13	*	*	23
4	9.09	*	9.09	27.27	*	36.36	63.64	*	27.27	0.00	*	27.27	11	*	11
5	*	7.69	*	*	61.54	*	*	23.08	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	16.88	11.36	35.00	35.06	31.82	31.67	31.17	37.50	13.33	16.88	19.32	60	77	88

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	43.48	35.29	66.67	52.17	58.82	20.00	4.35	5.88	15	23	17
1	54.55	*	29.41	27.27	*	70.59	18.18	*	0.00	11	*	17
2	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
3	*	*	34.78	*	*	34.78	*	*	30.43	*	*	23
4	90.91	*	54.55	9.09	*	18.18	0.00	*	27.27	11	*	11
5	*	69.23	*	*	23.08	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.33	42.86	39.77	41.67	51.95	45.45	10.00	5.19	14.77	60	77	88

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	21.74	29.41	60.00	60.87	41.18	40.00	17.39	29.41	15	23	17
1	45.45	*	5.88	27.27	*	82.35	27.27	*	11.76	11	*	17
2	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
3	*	*	56.52	*	*	13.04	*	*	30.43	*	*	23
4	63.64	*	72.73	36.36	*	18.18	0.00	*	9.09	11	*	11
5	*	84.62	*	*	7.69	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.33	46.75	46.59	38.33	40.26	34.09	18.33	12.99	19.32	60	77	88

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	30.43	17.65	60.00	65.22	76.47	33.33	4.35	5.88	15	23	17
1	36.36	*	23.53	54.55	*	70.59	9.09	*	5.88	11	*	17
2	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
3	*	*	4.35	*	*	39.13	*	*	56.52	*	*	23
4	9.09	*	9.09	72.73	*	54.55	18.18	*	36.36	11	*	11
5	*	38.46	*	*	53.85	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.67	24.68	14.77	60.00	55.84	56.82	18.33	19.48	28.41	60	77	88

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	60.87	41.18	60.00	26.09	47.06	20.00	13.04	11.76	15	23	17
1	18.18	*	11.76	72.73	*	82.35	9.09	*	5.88	11	*	17
2	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
3	*	*	13.04	*	*	69.57	*	*	17.39	*	*	23
4	18.18	*	9.09	81.82	*	72.73	0.00	*	18.18	11	*	11
5	*	23.08	*	*	69.23	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.67	33.77	17.05	68.33	51.95	71.59	10.00	14.29	11.36	60	77	88

Conclusions based on this data:

1. There has been a notable increase in the percentage of all students achieving the highest proficiency level (Level 4) in the ELPAC Summative Assessment. The data shows a progression from 21.67% in 2021-22 to 33.77% in

2022-23, although there was a decrease to 17.05% in 2023-24. The report itself notes that "The overall language of students at Level 4 increased over 30 points" when comparing 2021-22 to 2022-23. However, the subsequent decrease in 2023-24 suggests a need for further investigation into the factors contributing to this fluctuation.

2. There was a significant decrease in the percentage of all students performing at the lowest proficiency level (Level 1) between the 2022-23 and 2023-24 school years. The percentage of students at Level 1 was 33.33% in 2021-22, which then decreased to 14.29% in 2022-23, and further decreased to 11.36% in 2023-24. The report explicitly states, "Level 1 is not 4.35 of students as opposed 33.33 the previous year", referring to the comparison between an unspecified prior year and 2022-23. The continuous decrease suggests successful strategies in supporting students to move beyond the beginning stages of English language acquisition.
3. The majority of English Learners demonstrated progress or maintained the highest proficiency level. According to the "2024 Fall Dashboard English Learner Progress Indicator" data (which likely reflects the 2023-24 school year ELPAC results), 53.2% of EL students progressed at least one ELPI level, and an additional 2.1% maintained ELPI Level 4. This indicates that a significant portion of the English Learner population is making positive strides in their language development. However, the report also notes that 17% decreased one ELPI Level, highlighting an area that may require targeted intervention and support. The "2024 School Accountability Report Card.pdf" also mentions that "For our English Learners, 58.3% of our students progressed at least one ELPI Level and overall the progress is ranked 'High'", further emphasizing the positive progress while acknowledging the small percentage that regressed.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
561	12.8%	14.8%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	14.8%
Foster Youth	2	0.4%
Homeless	0	0.0%
Socioeconomically Disadvantaged	72	12.8%
Students with Disabilities	32	5.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	1	0.2%
Asian	359	64%
Filipino	9	1.6%
Hispanic	40	7.1%
Two or More Races	59	10.5%
Pacific Islander	1	0.2%
White	88	15.7%

Conclusions based on this data:

1. The school has experienced a modest increase in total student enrollment over the past three school years. The total enrollment was 530 students in 2021-22, 548 students in 2022-23, and 561 students in 2023-24. This indicates a trend of gradual growth in the student body.
2. Santiago Hills Elementary has a significantly large Asian student population and a notable percentage of English Learners. In the 2023-24 school year, Asian students constituted the largest ethnic subgroup at 64% of the total enrollment (359 students). Additionally, 14.8% of the students were identified as English Learners (83 students). The "2024 School Accountability Report Card.pdf" also notes that the school is "rich in diversity" and that nearly 29% of the students are English Learners.
3. There has been a decrease in the percentage of English Learner students while a significant number of students have been reclassified as Fluent English Proficient. The percentage of EL students decreased from 19.1% in 2021-22 to 18.3% in 2022-23, and further to 14.8% in 2023-24. Concurrently, there has been a substantial number of students reclassified as Fluent English Proficient (RFEP), with the report noting that nearly 30% of EL Learners have been reclassified. In 2023-24, there were 191 Fluent English Proficient students, representing 34.0% of the enrollment. This suggests successful language acquisition programs at the school.

School and Student Performance Data

Overall Performance

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

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

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Strong Academic Performance with Areas for Continued Growth: Santiago Hills Elementary demonstrates strong academic performance in both English Language Arts (ELA) and Mathematics, consistently scoring well above state standards, as indicated by the Green rating for ELA and Blue rating for Mathematics on the 2024 Fall Dashboard. In 2023-24, 85% of students in grades 3-8 and 11 met or exceeded the standard in ELA, and 87% in Mathematics. The school's performance is significantly above the district and state averages in both subjects. Furthermore, the Mathematics performance showed an increase of 11.2 points above the standard, while ELA

experienced a decline of 6.5 points. This suggests a need to focus on maintaining and improving the already high ELA achievement while celebrating the growth in Mathematics. The SPSA also acknowledges that while the majority of students are meeting or exceeding expectations in ELA and Math, there's a need to look at practices to sustain success and align essential standards more closely with academic instruction.

2. Significant Progress and Ongoing Needs for English Learners: Santiago Hills Elementary shows a positive trend in English Learner Progress, earning a Yellow rating on the 2024 Fall Dashboard. In 2023-24, 53.2% of EL students progressed at least one ELPI level, and 2.1% maintained ELPI Level 4. The SARC also highlights that nearly 30% of EL learners have been reclassified as Fluent English Proficient (RFEP). Despite this progress, the Dashboard indicates a decline of 6% in English Learner Progress, and 17% of EL students decreased one ELPI level. The SPSA also identifies that English Learners are not always making the same progress as other students, although long-term RFEP students often outperform other subgroups. This suggests that while the school has effective strategies for EL student development, ongoing focused support and individualized instruction are crucial to address the needs of all English Learners.
3. Data from the Panorama survey indicates a generally positive school climate and strong social-emotional learning (SEL) competencies among students. For Fall 2024, 72% of students reported a favorable school climate and 73% a sense of belonging. Favorable responses were also high in areas like Growth Mindset (82%) and Supportive Relationships (89%). However, the SPSA notes that while SEL scores have remained relatively stable, the school aims for all students to feel they have an adult on campus they can speak to and have appropriate coping strategies. The SPSA outlines plans to continue work on consistent SEL practices, including rotations with the ERC and guidance specialist using the Second Step Curriculum, and to have more "grade level check-ins". This indicates a proactive approach to nurturing students' well-being and fostering a supportive environment, recognizing the importance of these factors for academic success.

School and Student Performance Data

Academic Performance English Language Arts

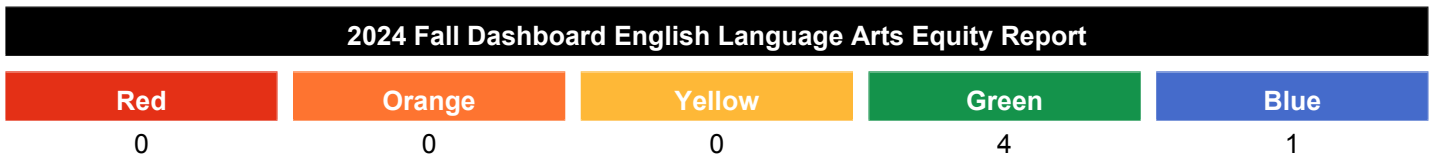
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>95.3 points above standard</p> <p>Declined 6.5 points</p> <p>352 Students</p>	<p>English Learners</p> <p>Green</p> <p>65.6 points above standard</p> <p>Declined 15.5 points</p> <p>96 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>56.3 points above standard</p> <p>Declined 4.4 points</p> <p>51 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>28.6 points above standard</p> <p>Maintained 1.9 points</p> <p>28 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>113.3 points above standard</p> <p>Declined 8.3 points</p> <p>238 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>8.0 points above standard</p> <p>Declined 11.3 points</p> <p>20 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>97.7 points above standard</p> <p>Increased 11.7 points</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>42.0 points above standard</p> <p>Declined 19.0 points</p> <p>48 Students</p>

Conclusions based on this data:

- Overall high performance in English Language Arts is indicated by a "Green" rating, with Santiago Hills Elementary scoring 95.3 points above the state standard. This signifies that, on average, students at the school are performing significantly well in ELA compared to the state expectations
- Despite the high overall performance, the 2024 Fall Dashboard data reveals a decline of 6.5 points in English Language Arts performance for all students compared to the prior year. This suggests that while the school continues to perform well, there has been a recent downward trend in ELA achievement
- The English Learner student group also demonstrated a "Green" rating in English Language Arts, scoring 65.6 points above the standard. However, this subgroup experienced a more substantial decline of 15.5 points compared to the previous year. This indicates that while English Learners are still performing above the state standard in ELA, their rate of achievement has decreased more significantly than the overall student population. The Socioeconomically Disadvantaged student group also received a "Green" rating, scoring 8 points above the standard with a decline of 11.3 points. In contrast, the Asian student subgroup scored the highest at 113.3 points above standard but also experienced a decline of 8.3 points, while the Two or More Races subgroup achieved a "Blue" rating with 97.7 points above standard and showed an increase of 11.7 points

School and Student Performance Data

Academic Performance Mathematics

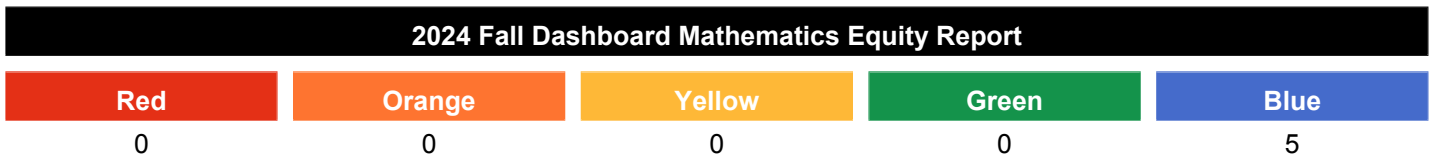
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>104.1 points above standard</p> <p>Increased 11.2 points</p> <p>362 Students</p>	<p>English Learners</p> <p> Blue</p> <p>90.8 points above standard</p> <p>Increased 7.5 points</p> <p>107 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>62.9 points above standard</p> <p>Increased 7.1 points</p> <p>50 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>39.7 points above standard</p> <p>Increased 12.8 points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>127.2 points above standard</p> <p>Increased 4.5 points</p> <p>248 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>16.8 points above standard</p> <p>Increased 39.3 points</p> <p>20 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>77.9 points above standard</p> <p>Increased 12.5 points</p> <p>38 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>42.4 points above standard</p> <p>Increased 8.4 points</p> <p>48 Students</p>

Conclusions based on this data:

1. Santiago Hills Elementary demonstrates overall "Blue" performance in Mathematics on the 2024 Fall Dashboard, indicating the highest performance level. The school scored 104.1 points above the state standard for all students in Mathematics. This signifies a very strong performance in mathematics compared to state expectations. Furthermore, there was a notable increase of 11.2 points in Mathematics performance compared to the prior year
2. Key student subgroups, including English Learners and Socioeconomically Disadvantaged students, also achieved a "Blue" rating in Mathematics, indicating high performance. English Learners scored 90.8 points above the standard with an increase of 7.5 points, and Socioeconomically Disadvantaged students scored 62.9 points above the standard with an increase of 7.1 points. While Students with Disabilities did not receive a performance color due to having fewer than 30 students, they scored 39.7 points above the standard and showed a significant increase of 12.8 points. These results suggest strong growth and high achievement in mathematics across various student groups
3. The Asian student subgroup exhibited the highest performance in Mathematics, achieving a "Blue" rating and scoring 127.2 points above the state standard. This subgroup also showed an increase of 4.5 points. The "White" subgroup also achieved a "Blue" rating, scoring 42.4 points above the standard with an increase of 8.4 points, while the "Two or More Races" subgroup also scored "Blue" at 77.9 points above standard with an increase of 12.5 points. These data highlight the strong performance in mathematics across different ethnic subgroups, with Asian students demonstrating the highest average achievement

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Yellow 55.3% making progress. Number Students: 47 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 17%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 27.7%	Maintained ELPI Level 4 2.1%	Progressed At Least One ELPI Level 53.2%

Conclusions based on this data:

1. Santiago Hills Elementary received a "Yellow" rating for English Learner Progress on the 2024 Fall Dashboard. This indicates a medium performance level in supporting English Learners to improve their language proficiency. The data shows that 55.3% of English Learner students are making progress. However, there was a decline of 6% in English Learner Progress compared to the prior year
2. The 2024 Fall Dashboard provides a breakdown of the English Language Acquisition Results for English Learners at Santiago Hills Elementary. Over half of the English Learners, 53.2%, progressed at least one ELPI level. Additionally, 2.1% maintained ELPI Level 4, the highest level. However, a notable portion, 17%, decreased one ELPI Level, while 27.7% maintained ELPI Level 1, 2L, 2H, 3L, or 3H. This suggests that while a significant number of EL students are advancing, there are also students who are not making progress or are regressing.
3. When examining the Equity Report for English Learner Progress, it is important to note that performance levels (colors) are not included when there are fewer than 30 students in a group. The 2024 Fall Dashboard indicates that for Long-Term English Learners, there is "No Performance Color" with 0 students listed. This lack of data prevents a specific conclusion about the progress of long-term English Learners based solely on the color rating. However, the overall English Learner group, which includes both recent and long-term ELs, achieved a "Yellow" rating. The "2024 School Accountability Report Card.pdf" notes that 58.3% of English Learners progressed at least one ELPI Level, which is slightly higher than the 53.2% reported in the Dashboard breakdown. This source also mentions that overall

EL progress is ranked "High", which contrasts with the "Yellow" rating on the Dashboard, suggesting that the overall progress might be viewed positively despite some areas needing attention.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>4.3% Chronically Absent</p> <p>Declined 4.7</p> <p>576 Students</p>	<p>English Learners</p> <p>Green</p> <p>5.5% Chronically Absent</p> <p>Declined 9.1</p> <p>91 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.9% Chronically Absent</p> <p>Declined 5.1</p> <p>89 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>6.8% Chronically Absent</p> <p>Declined 4.7</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>1.9% Chronically Absent</p> <p>Declined 3.8</p> <p>373 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>15% Chronically Absent</p> <p>Declined 0.8</p> <p>40 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>1.6% Chronically Absent</p> <p>Declined 7.2</p> <p>61 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>11.2% Chronically Absent</p> <p>Declined 5.9</p> <p>89 Students</p>

Conclusions based on this data:

1. Santiago Hills Elementary received a "Blue" rating for Chronic Absenteeism on the 2024 Fall Dashboard, indicating the highest performance level. The overall chronic absenteeism rate is 4.3% for all students, which means that percentage of students were absent 10 percent or more of the instructional days they were enrolled. This rate has declined by 4.7% compared to the prior year
2. While the overall chronic absenteeism rate is low and rated "Blue," there are disparities among student subgroups. For instance, the Hispanic student group had the highest chronic absenteeism rate at 15%, earning a "Yellow" rating. The White student group also received a "Yellow" rating with 11.2% chronically absent. In contrast, the Asian student group had a much lower rate of 1.9% and received a "Blue" rating. Similarly, the Two or More Races student group also had a "Blue" rating with a 1.6% chronic absenteeism rate. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities all received a "Green" rating, but their chronic absenteeism rates (5.5%, 7.9%, and 6.8% respectively) were higher than the overall rate
3. Despite the varying rates across subgroups, the chronic absenteeism rates for most student groups have declined. For example, the chronic absenteeism rate for English Learners declined by 9.1%, for Socioeconomically Disadvantaged students by 5.1%, and for White students by 5.9%. The overall decline contributes to the school's "Blue" rating, but the higher rates in specific subgroups like Hispanic and White students, as well as English Learners, Socioeconomically Disadvantaged, and Students with Disabilities compared to Asian and Two or More Races students, indicate areas where continued attention and targeted interventions might be needed, as also mentioned in the "Santiago Hills Elementary: Performance, Goals, and Initiatives" document

School and Student Performance Data

Conditions & Climate Suspension Rate

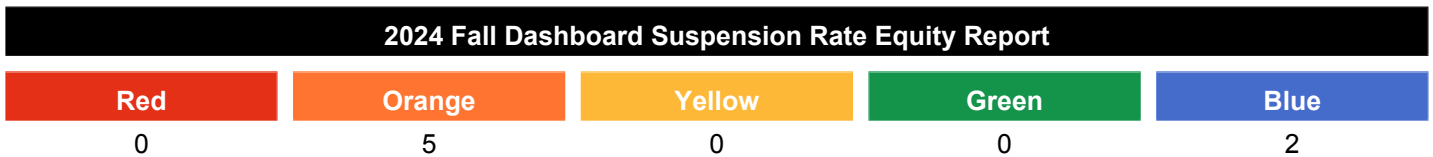
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.9%</p> <p>579 Students</p>	<p>English Learners</p> <p>Orange</p> <p>5.4% suspended at least one day</p> <p>Increased 4.2%</p> <p>92 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 1.1%</p> <p>89 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 0.8%</p> <p>376 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>40 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>61 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>89 Students</p>

Conclusions based on this data:

1. Santiago Hills Elementary has a "Yellow" rating for Suspension Rate on the 2024 Fall Dashboard. The overall suspension rate is 1% of students being suspended at least one day. This rate has increased by 0.9% compared to the prior year.
2. There are variations in suspension rates across different student subgroups. For example, English Learners have a higher suspension rate at 5.4%, earning an "Orange" rating, and this represents an increase of 4.2%. Similarly, Socioeconomically Disadvantaged students have a suspension rate of 2.2% ("Orange" rating) with an increase of 1.1%, and White students also have a rate of 2.2% ("Orange" rating) with a significant increase of 2.2%. In contrast, Hispanic and Two or More Races student groups have a 0% suspension rate, receiving a "Blue" rating. Asian students have a suspension rate of 1.1% ("Orange" rating), with an increase of 0.8%.
3. Despite the increases observed in several subgroups, the overall suspension rate at Santiago Hills Elementary remains relatively low, with the majority of student groups having suspension rates at or below the overall 1%. The "2024 School Accountability Report Card.pdf" also indicates low suspension rates in general over the past three years compared to the district and state averages. However, the "Yellow" rating on the Dashboard and the "Orange" ratings for several subgroups, along with the noted increases, suggest that this is an area being monitored, as also indicated by the inclusion of "Suspension Rate" as a key performance indicator.

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



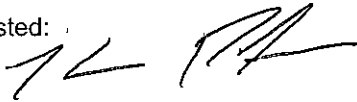
English Advisory Committee

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.

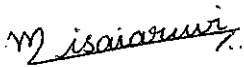
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/08/2025.

Attested:



Principal, Thomas Potwora on 04/08/25



SSC Chairperson, Isaiarui Malarmannan on 04/08/25