



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santee Elementary School	43-69450-6047252		

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)

Schoolwide Program

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

School Goals have been aligned to the LEA/LCAP goals in adherence with federal, state and local guidelines.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff, parents, and students completed the Winter 2021-2022 LCAP Survey. Major highlights follow:

Staff-26 responses.

100% of responded favorably to a Sense of Belonging (School Connectedness).

96% responded favorably in the areas of Communication, Engagement, Understanding Mission & Vision.

95% responded favorably in the are of Conditions of Learning.

88% responded favorably in the are of Outcomes.

85% responded favorably in the area of Student Achievement.

74% responded favorably to Climate of Support for Academic Learning. A 7 point increase from the 2019-2020 LCAP Survey. The average for FMSD is 67%

Parents- 39 Responses (The number of responses was much less this year due to only providing a digital survey. 111 responses were received in 2019-2020 when a paper, pencil option was provided.)

97% responded favorably in the area of Safety.

96% responded favorably in the area of classroom climate.

95% responded favorably in the area of Parent Engagement.

94% responded favorably in the are of Conditions of Learning.

93% responded favorably in the are of Understanding Mission & Goals.

92% responded favorably in the area of Student Engagement.

90% responded favorably in the area of Outcomes.

*Parents were asked the open ended question: "When we are able to return to school in-person, what ideas do you have to prepare our students for their re-entry to school?" The themes that emerge were: Teacher training in safety protocols, teacher training in SEL strategies to support students returning to school and a robust academic intervention program in reading and math.

Students- 125 Responses

84% responded favorably in the area of Climate of Support for Academic Learning and Knowledge and Fairness of Discipline Rules and Norms.

59 % of Students responded favorably in the area of Safety. A 7% decrease from the 2019-2020 LCAP Survey. The average for FMSD is 66%. This is an area of greatest opportunity. We found that only 35% of student feel safe about talking about their feelings and in their classroom.

56% of students responded favorably in the are of Conditions of Learning. A 10 point increase from the 2019-2020 LCAP Survey. The average for FMSD is 46%.

*Students were asked the open ended question: "When we are able to return to school in person, what help or support will you need?" The themes that emerged were: reconnecting with friends, staying focus, reading and math support. Many students also responded that they were unsure of what they would need because this has never happened before.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are evaluated through formal observations on a rotating cycle every other year. The principal also conducts informal observations throughout the year. This year the principal conducted both formal and informal classroom visits. Areas of strength observed: Teachers ability to leverage tech skills to move to on all virtual instructional program, the use of digital tools (Seesaw, google slides, Jamboard, Nearpod and Peardeck) to engage students and provide individualized supports. Virtual classrooms had a positive and collaborative feel. Opportunities of growth include keeping students engaged and building stamina. Returning to in-person instruction we will focus on strengthening the strong home-school partnership that was build this year, social emotional learning and culturally relevant student engagement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers administer all state and local assessments as calendared by the LEA. In addition, they administer common formative assessments in Language Arts and Mathematics content areas.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet every other week to analyze the data from a common formative assessment, including those that are curriculum embedded. In these meetings, they categorize students into three categories based on performance. They then analyze the strengths and concerns related to mastery of the current content and develop next steps for each of the three groups to determine direction for instruction, interventions, groupings, and supports needed. This year, teachers focused on SEL, ELA and Math priority standards to maximise the synchronous instructional block. Teachers monitored and use data provided by individualized apps like Lexia, Reading A-z, and Imagine Learning) to inform instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the requirements of being considered highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are all fully credentialed and continue to receive training on SBE-adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development will be offered based on the site's Theory of Action to focus on next steps in student achievement. The Theory of Action is developed by a leadership team that is represented by each grade-level to incorporate the span of needs in the school.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Principal and SEAL Coach will provide instructional coaching through specific feedback of observations.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade level will develop Professional Learning Communities (PLCs) that meet weekly to lesson plan and discuss progress of learning goals. They will also meet every other week to formally analyze common formative assessments. All decisions for a grade level will be made as a team and all interventions will be developed as a team. The team approach is one of the school's focus areas.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Common Core standards are the starting point for developing learning objectives to be used in instruction. There is general alignment with SBE-adopted curriculum, and where there are gaps, teachers will supplement the curriculum with other materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Recommended instructional minutes are followed in all grades and content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers will follow the recommended pacing guides offered by the District.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers all have access to standards-based materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers all utilize standards-based materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Under performing students are provided intervention either within the school day or after school to ensure all students reach mastery of standards. This year, 90% of teachers offered virtual, extended learning opportunities to struggling students in a small group setting during distance learning. When it was safe to return to in person-instruction, cohorts of students in grade kinder, third and 6th grade return to in person schooling.

Evidence-based educational practices to raise student achievement

Research-based practices are utilized to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Santee's Community Liaison provides information and connection to community organizations to assist in whole-child success such as medical, dental, mental health and nutrition services. The school also offers Parent Empowerment classes onsite as well as referrals to off-site classes.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members and staff from School Site Council, ELAC and Cafecitos general meetings are involved in program development and modification of school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide an intervention teachers who provide reading intervention throughout the day. Additional funds are used to buy materials to support mastery of standards.

Fiscal support (EPC)

All funds are spent to meet the goals of raising student achievement and ensuring a safe school campus.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

3/12/21 & 4/23/21 School Site Council (SSC) met to review data, school-wide needs assessment, progress on current year goals and thoughts on 2021-2022 goals. A suggested budget distribution and tentative goals were developed.

3/12/21 English Learner Advisory Committee (ELAC) met and provided advice to the SSC as to what supports should continue to be prioritized for English Learners.

4/21/21 Instructional Leadership team met to review data, progress on current year goals and development of tentative 2021-2022 goals.

4/29/21 Staff meeting held to discuss 2021-22 budget projections and gave input on what to stop, keep, start given the \$13,759 budget cut. A suggested budget distribution and tentative goals were developed.

The SSC will meet to review input from various stakeholder groups and to align the goals to the LEA goals. SPSA will be reviewed with updated goals and budget for activities and a vote will be called to approve the SPSA draft.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The majority of our students have been in distance learning for over a year and a half. While all teaching staff, support staff and families worked together to provide the highest quality education possible, we recognize that it does not compare to in-person instruction. We were able to close the digital divide by ensuring that every student has access to connectivity and the digital tools. However, our most vulnerable student groups (ELLs, New Comers, Special Ed and low Social Economic Status) were impacted negatively by the pandemic both academically and socially.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.47%	0.73%	0.5%	2	3	2
Asian	9.22%	9.44%	13.7%	39	39	53
Filipino	1.42%	2.42%	2.3%	6	10	9
Hispanic/Latino	87.71%	85.71%	82.0%	371	354	318
Pacific Islander	0.24%	0.24%	0.3%	1	1	1
White	0.95%	1.45%	1.3%	4	6	5
Multiple/No Response	%	0%	%		0	
Total Enrollment				423	413	388

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	56	50	59
Grade 1	67	66	45
Grade 2	74	62	61
Grade3	68	74	60
Grade 4	66	56	65
Grade 5	44	55	44
Grade 6	48	50	54
Total Enrollment	423	413	388

Conclusions based on this data:

1. Our Asian subgroup had the largest decline in enrollment from 47 to 37 students over 3 years. From 10% to 8%.
2. Our Hispanic subgroup has maintained at 374 students over 3 years. From 85% to 88%.
3. The largest decline is in 6th grade from 43 students to 27 students over 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	303	306	294	71.3%	72.3%	71.2%
Fluent English Proficient (FEP)	72	64	71	16.9%	15.1%	17.2%
Reclassified Fluent English Proficient (RFEP)	27	10	37	8.5%	3.3%	12.1%

Conclusions based on this data:

1. There is a decrease in students identified as ELs from 338 to 303 over three years. From 76.8% to 71.3%
2. There is a slight increase in students initially identified as FEP, which correlates with the slight decrease in students identified as ELs.
3. The rate of reclassification has increased from 6.1% to 8.5% over three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	72	66	67	72	64	67	72	64	98.5	100	97
Grade 4	64	65	66	63	64	66	63	64	66	98.4	98.5	100
Grade 5	32	50	50	31	43	48	31	43	48	96.9	86	96
Grade 6	52	29	50	50	29	49	50	29	49	96.2	100	98
All Grades	216	216	232	211	208	227	211	208	227	97.7	96.3	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.	2363.	2365.	5.97	4.17	4.69	7.46	11.11	15.63	29.85	30.56	29.69	56.72	54.17	50.00
Grade 4	2440.	2413.	2428.	20.63	6.25	7.58	14.29	17.19	22.73	20.63	21.88	27.27	44.44	54.69	42.42
Grade 5	2467.	2500.	2450.	9.68	23.26	10.42	25.81	23.26	16.67	29.03	27.91	22.92	35.48	25.58	50.00
Grade 6	2500.	2503.	2492.	8.00	13.79	16.33	20.00	17.24	18.37	40.00	37.93	28.57	32.00	31.03	36.73
All Grades	N/A	N/A	N/A	11.37	10.10	9.25	15.17	16.35	18.50	29.38	28.37	27.31	44.08	45.19	44.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.46	1.39	6.25	19.40	41.67	50.00	73.13	56.94	43.75
Grade 4	22.22	7.81	6.06	44.44	57.81	48.48	33.33	34.38	45.45
Grade 5	9.68	16.28	10.42	54.84	58.14	39.58	35.48	25.58	50.00
Grade 6	12.00	3.45	22.45	46.00	65.52	24.49	42.00	31.03	53.06
All Grades	13.27	6.73	10.57	38.39	53.37	41.85	48.34	39.90	47.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.46	5.56	4.69	38.81	34.72	39.06	53.73	59.72	56.25
Grade 4	15.87	6.25	4.55	42.86	40.63	57.58	41.27	53.13	37.88
Grade 5	12.90	25.58	12.50	45.16	51.16	37.50	41.94	23.26	50.00
Grade 6	12.00	20.69	12.24	58.00	41.38	48.98	30.00	37.93	38.78
All Grades	11.85	12.02	7.93	45.50	40.87	46.26	42.65	47.12	45.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.46	4.17	7.81	61.19	61.11	59.38	31.34	34.72	32.81
Grade 4	11.11	3.13	13.64	63.49	64.06	65.15	25.40	32.81	21.21
Grade 5	0.00	13.95	8.33	87.10	67.44	50.00	12.90	18.60	41.67
Grade 6	10.00	13.79	10.20	68.00	68.97	67.35	22.00	17.24	22.45
All Grades	8.06	7.21	10.13	67.30	64.42	60.79	24.64	28.37	29.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.46	5.56	6.25	55.22	48.61	53.13	37.31	45.83	40.63
Grade 4	17.46	12.50	10.61	52.38	50.00	62.12	30.16	37.50	27.27
Grade 5	22.58	32.56	12.50	58.06	41.86	52.08	19.35	25.58	35.42
Grade 6	22.00	24.14	22.45	52.00	44.83	44.90	26.00	31.03	32.65
All Grades	16.11	15.87	12.33	54.03	47.12	53.74	29.86	37.02	33.92

Conclusions based on this data:

1. There is an overall decrease of 3.55% in students meeting or exceeding standard in ELA (currently 26.45%)
2. The greatest strengths for students near/at/above standard are Listening (71.3%) and Research & Inquiry (62.9%), While the greatest challenges is writing (52.89) and reading (60.1%)
3. The mean score for grades 3rd-6th grade have plateau.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	72	66	69	72	65	69	72	65	100	100	98.5
Grade 4	64	65	66	64	65	66	64	65	66	100	100	100
Grade 5	32	50	49	32	50	49	32	50	49	100	100	100
Grade 6	52	29	50	52	29	50	52	29	50	100	100	100
All Grades	217	216	231	217	216	230	217	216	230	100	100	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2388.	2386.	2380.	4.35	4.17	1.54	17.39	13.89	23.08	33.33	37.50	24.62	44.93	44.44	50.77
Grade 4	2449.	2432.	2443.	14.06	9.23	4.55	17.19	15.38	16.67	40.63	40.00	43.94	28.13	35.38	34.85
Grade 5	2464.	2472.	2437.	6.25	10.00	4.08	15.63	24.00	10.20	34.38	18.00	26.53	43.75	48.00	59.18
Grade 6	2477.	2472.	2450.	5.77	3.45	4.00	9.62	17.24	18.00	38.46	31.03	22.00	46.15	48.28	56.00
All Grades	N/A	N/A	N/A	7.83	6.94	3.48	15.21	17.13	17.39	36.87	32.87	30.00	40.09	43.06	49.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.59	6.94	7.69	36.23	38.89	32.31	52.17	54.17	60.00
Grade 4	20.31	16.92	15.15	32.81	29.23	36.36	46.88	53.85	48.48
Grade 5	15.63	20.00	8.16	31.25	22.00	20.41	53.13	58.00	71.43
Grade 6	7.69	13.79	6.00	28.85	37.93	28.00	63.46	48.28	66.00
All Grades	13.82	13.89	9.57	32.72	31.94	30.00	53.46	54.17	60.43

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.80	8.33	6.15	52.17	40.28	43.08	42.03	51.39	50.77
Grade 4	9.38	13.85	4.55	48.44	40.00	45.45	42.19	46.15	50.00
Grade 5	15.63	18.00	4.08	34.38	34.00	28.57	50.00	48.00	67.35
Grade 6	3.85	3.45	6.00	48.08	48.28	44.00	48.08	48.28	50.00
All Grades	7.83	11.57	5.22	47.47	39.81	40.87	44.70	48.61	53.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.70	6.94	6.15	52.17	55.56	53.85	39.13	37.50	40.00
Grade 4	17.19	12.31	12.12	40.63	33.85	45.45	42.19	53.85	42.42
Grade 5	3.13	14.00	4.08	53.13	42.00	38.78	43.75	44.00	57.14
Grade 6	11.54	6.90	6.00	38.46	34.48	44.00	50.00	58.62	50.00
All Grades	11.06	10.19	7.39	45.62	43.06	46.09	43.32	46.76	46.52

Conclusions based on this data:

1. Our math data decreased by 6.93% from 31% to 24.07% .
2. There was a slight decrease in mean score in all grades.
3. Applying mathematical concepts and procedures (54% below standard) are our lowest areas of achievement.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1442.4	1441.6	1436.5	1439.6	1456.1	1445.9	72	46
Grade 1	1468.2	1453.9	1470.3	1458.7	1465.5	1448.7	60	43
Grade 2	1479.3	1473.1	1483.0	1477.0	1475.1	1468.6	48	49
Grade 3	1491.3	1481.9	1489.3	1478.5	1492.9	1484.8	59	44
Grade 4	1506.7	1531.6	1500.1	1520.9	1512.9	1541.7	40	53
Grade 5	1489.7	1536.0	1471.5	1531.3	1507.4	1540.3	23	26
Grade 6	1528.9	1541.6	1519.3	1546.5	1538.2	1536.2	12	21
All Grades							314	282

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.06	19.57	33.33	45.65	16.67	30.43	*	4.35	72	46
1	50.00	6.98	28.33	48.84	*	37.21	*	6.98	60	43
2	37.50	6.25	39.58	47.92	*	35.42	*	10.42	48	48
3	*	9.09	44.07	34.09	35.59	34.09	*	22.73	59	44
4	*	33.96	52.50	37.74	27.50	28.30	*	0.00	40	53
5	*	26.92	*	42.31	*	19.23	*	11.54	23	26
6	*	28.57	*	47.62		19.05	*	4.76	12	21
All Grades	31.21	17.79	39.81	43.06	18.79	30.60	10.19	8.54	314	281

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.06	26.09	31.94	39.13	15.28	30.43	*	4.35	72	46
1	66.67	18.60	21.67	44.19	*	32.56	*	4.65	60	43
2	64.58	20.83	22.92	50.00	*	25.00	*	4.17	48	48
3	25.42	20.45	49.15	38.64	22.03	20.45	*	20.45	59	44
4	42.50	52.83	40.00	37.74	*	5.66	*	3.77	40	53
5	*	46.15	*	34.62	*	7.69	*	11.54	23	26
6	*	61.90	*	23.81		4.76	*	9.52	12	21
All Grades	47.13	32.74	33.12	39.86	10.51	19.57	9.24	7.83	314	281

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.22	15.22	*	54.35	29.17	26.09	*	4.35	72	46
1	38.33	9.30	26.67	30.23	*	37.21	26.67	23.26	60	43
2	*	6.25	43.75	37.50	22.92	35.42	*	20.83	48	48
3		0.00	23.73	22.73	44.07	52.27	32.20	25.00	59	44
4	*	24.53	40.00	37.74	35.00	30.19	*	7.55	40	53
5	*	15.38	*	7.69	*	69.23	*	7.69	23	26
6	*	4.76	*	23.81	*	66.67	*	4.76	12	21
All Grades	24.52	11.39	25.80	33.10	28.03	41.28	21.66	14.23	314	281

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	21.74	19.44	71.74	*	6.52	72	46
1	71.67	51.16	21.67	39.53	*	9.30	60	43
2	60.42	27.08	29.17	68.75	*	4.17	48	48
3	22.03	15.91	67.80	56.82	*	27.27	59	44
4	30.00	32.08	65.00	66.04	*	1.89	40	53
5	*	15.38	56.52	69.23	*	15.38	23	26
6	*	28.57	*	57.14	*	14.29	12	21
All Grades	50.64	28.11	40.76	61.57	8.60	10.32	314	281

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	15.28	10.87	72.22	78.26	*	10.87	72	46
1	56.67	2.33	35.00	86.05	*	11.63	60	43
2	72.92	35.42	25.00	54.17	*	10.42	48	48
3	54.24	38.64	42.37	45.45	*	15.91	59	44
4	62.50	62.26	30.00	33.96	*	3.77	40	53
5	56.52	80.77	*	11.54	*	7.69	23	26
6	*	80.95	*	14.29	*	4.76	12	21
All Grades	50.96	39.50	40.13	50.89	8.92	9.61	314	281

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.44	10.87	52.78	84.78	*	4.35	72	46
1	53.33	18.60	*	48.84	31.67	32.56	60	43
2	31.25	2.08	41.67	70.83	27.08	27.08	48	48
3		2.27	57.63	50.00	42.37	47.73	59	44
4	*	20.75	65.00	60.38	30.00	18.87	40	53
5	*	19.23	47.83	69.23	*	11.54	23	26
6	*	0.00	*	47.62	*	52.38	12	21
All Grades	27.71	11.03	44.27	62.63	28.03	26.33	314	281

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.94	65.22	29.17	28.26	*	6.52	72	46
1	20.00	4.65	66.67	76.74	*	18.60	60	43
2	*	10.42	62.50	70.83	*	18.75	48	48
3	*	2.27	74.58	81.82	*	15.91	59	44
4	30.00	30.19	65.00	67.92	*	1.89	40	53
5	*	11.54	*	80.77	*	7.69	23	26
6	*	19.05	*	80.95	*	0.00	12	21
All Grades	28.34	21.71	57.01	67.62	14.65	10.68	314	281

Conclusions based on this data:

1. In the area of overall language all K-6 students are level 2 or above. 1st and 2nd grade students are level 3 and up.
2. Reading and writing are the most challenging domains as only 27.71% of students are well developed in reading and 28.34% in writing. This correlates with the concept of long-term ELs being stuck not because of their overall ELPAC score, but because of their reading and writing score.
3. Speaking and Listening domains are an asset to build upon as they are both at 50%.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
423	96.5	72.3	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	306	72.3
Foster Youth	4	0.9
Homeless	1	0.2
Socioeconomically Disadvantaged	408	96.5
Students with Disabilities	33	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Asian	39	9.2
Filipino	6	1.4
Hispanic	371	87.7
Pacific Islander	1	0.2
White	4	0.9





Conclusions based on this data:

1. 71.3% of the students we serve are English Language Learners which is both an asset and a challenge. It requires that our core instructional program places the English Learner at the center as they must learn English while mastering the increasingly rigorous grade-level academic content taught in English. Tackling this academic challenges requires that our 4-6th grade teachers get the training and resources to transform their classroom into an environment where ELLs thrive.
2. Most of the students (95.1%) we serve come from a socioeconomically disadvantaged household which offers the challenge of meeting fundamental needs of students such as food, shelter, clothing, and medical care. It also offers the opportunity to prepare students to be active and informed citizens, empowered to make a difference in their communities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. School transformation takes time. There is school pride around moving out of red in all areas.
2. Building Teacher capacity has been an intentional focus. We know that it has made a difference that is not yet reflected.
3. Another area of focus is creating a school culture where everyone feels safe. We will be continue to develop systems that support getting our students to school every day and keeping them in school.

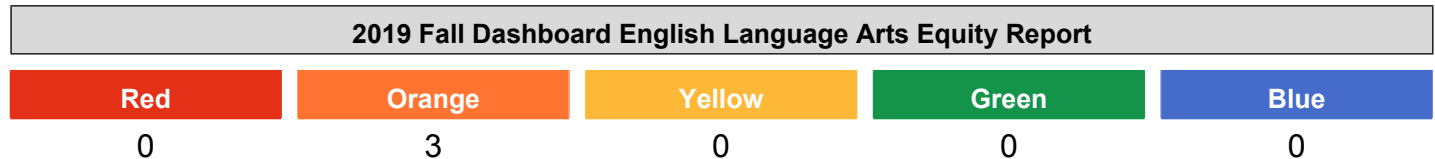
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Orange 47.4 points below standard Maintained -2.7 points 211	 Orange 53.9 points below standard Declined -6 points 182	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 45 points below standard Maintained -2.1 points 204
		Students with Disabilities		
		 No Performance Color 112.5 points below standard Declined -6.2 points 28		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 0 Students	Asian  No Performance Color 9.2 points below standard Increased ++10.2 points 18	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange 50.2 points below standard Maintained -1.6 points 186	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 78.1 points below standard Maintained ++2.4 points 131	Reclassified English Learners 8.2 points above standard Declined -4.8 points 51	English Only 56.6 points below standard Declined -14.9 points 15
--	---	--

Conclusions based on this data:

1. All subgroups attained a rating of orange.
2. All subgroup were orange the year prior. They stayed at orange because points were maintained.
3. Current ELLs had an increase of 7.2 points.

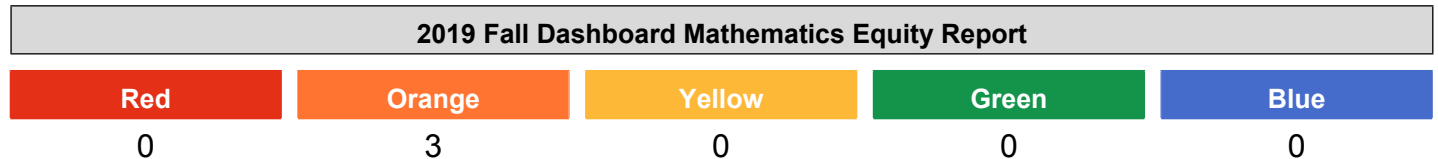
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 62.4 points below standard Declined -13 points 211	English Learners  Orange 65.6 points below standard Declined -14.6 points 182	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Orange 59.9 points below standard Declined -12.8 points 204	Students with Disabilities  No Performance Color 129.1 points below standard Declined Significantly -19.4 points 28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian	Asian  No Performance Color 8.8 points below standard Declined -5.2 points 18	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange 68.6 points below standard Declined -13.7 points 186	Two or More Races	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 83.2 points below standard Declined -3.9 points 131	Reclassified English Learners 20.5 points below standard Declined Significantly -23 points 51	English Only 87.7 points below standard Declined Significantly -19 points 15
---	---	--

Conclusions based on this data:

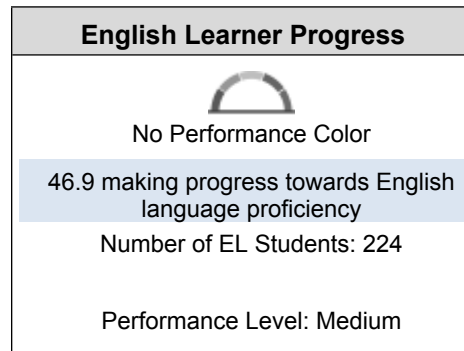
1. All subgroups attained a rating of orange for mathematics.
2. All subgroups maintained performance from prior year.
3. Current English Learners increased 6.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4	31.6	5.3	41.5

Conclusions based on this data:

1. We have done a good job moving our ELLs out of level 1
2. Continue to develop language proficiency by weaving language and literacy into all aspects of the school day.
3. The 31.2% of ELs scoring at level 4 are likely candidates for reclassification.

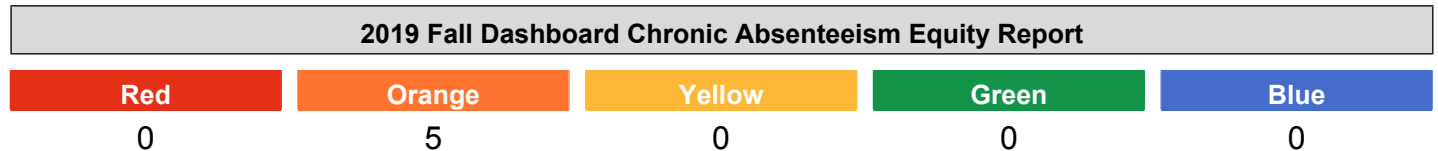
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11.7 Increased +0.5 454	English Learners  Orange 12.6 Maintained +0.4 334	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  Orange 11.1 Maintained +0.3 431	Students with Disabilities  Orange 14 Increased +5.4 43

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Orange 7.9 Increased +7.9 38	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Orange 12.6 Increased +0.6 398	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. Chronic absenteeism increased by 2.9% for all students yielding a rating of orange.
2. Chronic absenteeism increased by 4.7% for ELLs yielding a rating of red. The majority of our ELLs are hispanic, which correlates with an increase of 4.2% who are chronically absent yielding a rating of red.
3. Our socioeconomically disadvantaged sub population are 10.9% chronically absent. An increase of 2.7% yielding a rating of orange.

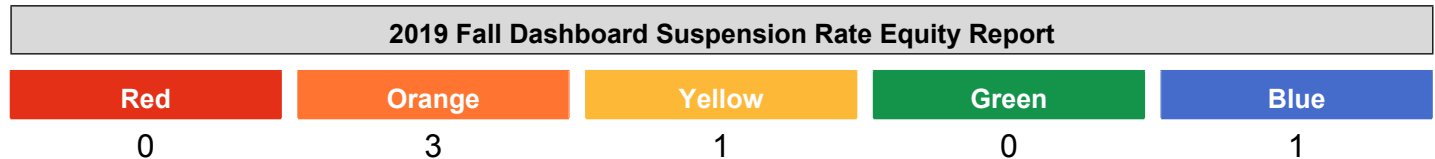
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.5 Increased +0.7 473	English Learners  Orange 1.5 Increased +1.2 344	Foster Youth  No Performance Color Less than 11 Students - Data Not 4
Homeless  No Performance Color Less than 11 Students - Data Not 2	Socioeconomically Disadvantaged  Yellow 1.1 Maintained +0.2 447	Students with Disabilities  Orange 4.5 Increased +2.5 44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 7	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  Blue 0 Maintained 0 39	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Orange 1.7 Increased +1 415	Two or More Races  No Performance Color Less than 11 Students - Data 1	Pacific Islander  No Performance Color Less than 11 Students - Data 1	White  No Performance Color Less than 11 Students - Data 4

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	1.5

Conclusions based on this data:

1. Asian students were suspended 0%, yielding a rating of blue
2. Socioeconomically Disadvantaged students were suspended 1.1%, yielding a rating of yellow.
3. Hispanics were suspended 1.7% , yielding a rating of orange.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Goal 1

English Language Arts: By June 2022, we will increase the percentage of students who are proficient on reading by 7% as evidenced by the Ren Star test (4-6) and the NSGRA test (TK-3)

English Language Arts: By June 2022, we will decrease the percentage of students who are far below on reading by 7% as evidenced by the Ren Star test (4-6) and the NSGRA test (TK-3)

English Language Arts: By June 2022 100% of students will make at least 1 years growth in reading as evidenced by the Ren Star test (4-6) and the NSGRA test (TK-3)

Mathematics: By June 2022, we will increase the percentage of students who are proficient on math by 7% as evidenced by the Ren Star test.

Mathematics: By June 2022, we will decrease the percentage of students who are far below on math by 7% as evidenced by the Ren Star test.

Mathematics: 80% of our K & 1st grade students will master foundational math skills as measured by the ESGI.

English Language Learners: We will maintain the percentage of students who are reclassified at a rate of 12% by June 2022.

Identified Need

We recognize that after a year and a half of distance learning, our students will require both academic and social supports. MTSS will provide a framework to meet students where they are and create individualized learning plans with both Academic and SEL goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NSGRA (K-3)	2021 Tri 2 -15% proficient	2022 Tri 2- 22% proficient
Renstar Reading (4-6)	2021 Tri 2 -19% proficient	2022 Tri 2- 26% proficient
Renstar Reading (4-6)	2021 Tri 2- 54% of students in need of urgent intervention	2022 Tri 2- 47% of students in need of urgent intervention
NSGRA (K-3)	2021 Tri 2- 53% of students made at least 1 year's growth	2022 Tri 2- 60% of students made at least 1 year's growth
Renstar Reading (4-6)	2021 Tri 2- 42% of students made at least 1 year's growth	2022 Tri 2- 52% of students made at least 1 year's growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ESGI	No baseline- New goal	By May 2022 80% of K-1 will master foundational math skills.
Reclassification Process	2019-2020- 12%	2021-2022 12%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-3 Students

Strategy/Activity

Sub release days for year 2 SEAL teachers to attend training on the SEAL Framework. The goal is to bring to life the rigor and richness called for by the Common Core Language Arts Standards, the California English Language Development Standards, and the California ELA/ELD Framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
768.00	LCFF Concentration
701.00	LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

K-3 Students

Strategy/Activity

Sub Release days for grade level collaborative planning time to create and refine thematic units of study closely aligned to the Common Core Language Arts standards, the Next Generation Science Standards, and California's History-Social Science and ELD standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,496	LCFF Concentration
1,000	General Fund

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional materials for teacher created culturally responsive units of study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Fund 0.5 FTE TOSA to support K-6 teachers with curriculum & Assessment (K-3 SEAL/4-6 District Adopted ELA curriculum)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

67,400

Source(s)

LCFF Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Students will be provided copies of instructional materials to support learning (Copier Lease)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,560

Source(s)

LCFF Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Technology- Purchase/replace broken/old technology to provide students with the tools necessary to develop 21st skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF Concentration

None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Instructional Leadership team (ILT) composed of a representative of each grade, SEAL Coach, and Principal will have 3 full release days per year to monitor progress on student goals and theory of action. Data results will be used to refine or adjust the professional learning plan, coaching and interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,032.00

Source(s)

LCFF Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

SSTs/IEPs- A roving sub will be provided to hold SSTs on a quarterly basis as part of our RTI system

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

835

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Leverage 1:1 iPad instructional model to implement individualized learning to help close learning gaps. Supplemental Instructional materials and programs will be purchased to enhance the core program and our focus on personalized and differentiated instructions to meet the diverse needs of our students (Accelerated Reader, TIM & Science Camp stipend)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,661

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Instructional Materials, office supplies and equipment will be readily available to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,380

Source(s)

LCFF Concentration

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data

1. NSGRA Santee School (TK-3): % Students reaching benchmark goals BOY-8% Tri 1- 12%, Tri 2-15%
2. NSGRA Kinder: % of students reading at benchmark BOY-N/A, Tri 1-2%, Tri2- 14%
3. NSGRA 1st Grade: % of students reading at benchmark BOY 9%, Tri 1-18%, Tri 2-24%
4. NSGRA 2nd Grade: % of students reading at benchmark BOY-13%, Tri1-15%, Tri 2-10%
5. NSGRA 3rd Grade: % of students reading at benchmark BOY-3%, Tri 1-13%, Tri 2-14%
6. Increase the Ren Star Reading, At/Above Benchmark by 10% - Green & Blue (Goal: 32%) BOY-22%, Tri 1-18%, Tri 2-19%
7. Decrease the bottom quartile (Ren Star Reading, Below Benchmark) by 10% (Goal: 43%) BOY-53%, Tri 1-54% Tri 2- 53%
- 8A. Kinder - 3rd grade students making at least one year's growth in reading on NSGRA BOY-/N/A , Tri 1-47% Tri 2-53%
- 8B. 4th-6th grade students making at least one year's growth in reading on Ren Star (IRL) BOY-N/A, Tri 1-34%, Tri 2-42%

This is Santee's 6th year implementing the SEAL model in grades K-3. Expanding the SEAL model to grades 4-5 seemed like the next logical step as it builds seamlessly from the students' primary experience. However, 4th & 5th-grade teachers were only able to complete two of six modules before the school shut down due to COVID -19. Each module is made up of two full days of professional development followed by a full day of unit development planning. When the rigorous teacher preparation was revisited this year, it was decided not to not continue with the SEAL model in the upper grades. This does not deter our commitment to providing the best possible English Language Development instruction to our multilingual learners. 4-6 used the district's adopted ELD curriculum to teach designated and integrated ELD.

2020-21 has been a year like no other. Teachers worked tirelessly to move their instruction to a virtual format. K-3 classrooms continue to implement the SEAL model with coaching support. The SEAL coach, facilitated planning days with each grade level. The grade levels identified high leverage strategies, mapped out foundational reading skills and SEL lessons using priority standards as a guide. 4th-6th grade levels were provided time during PD Thursdays to map our priority standards in ELA and math.

Our instructional focus for 2020-21 was clear learning objectives, checking for understanding, and cultural responsiveness. Many teachers offered flexible groupings to meet student diverse needs. The language supports and home-school connections were clearly observed in most classrooms.

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 SEAL coach intensively coached K-3 teachers with a focus on aligning the new ELA curriculum to the SEAL model. Given that our 4-5 teachers did not complete SEAL training, the focus this year was the implementation of the new ELA adoption ensuring that our ELLs have access to grade-level curriculum while learning the language. This year there was an increase in the supply budget in order to provide students the necessary tools and resources to participate in virtual learning. 100% of students were provided with a home-learning kits at the beginning and middle of the

school year. Funding that was intended for a structured recess coach was used to purchase the tools teachers needed to be able to move their instruction from in-person to virtual.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Returning to in-person instruction we will focus on creating a positive school culture and building SEL skill. Funding will be used to set up a student wellness room and to bring back Little Heroes to support with structured recess activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Positive School Environment, Climate, and Culture: Support the physical, mental and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully learning and the school community.

Goal 2

By May 2022, we will increase the percentage of students who feel safe talking about their feelings and ideas in their classes most or all of the time by 15% (35% to 50%) as evidence by the results of the LCAP Student Survey

Identified Need

A clear and specific tier-level of support system that addresses the physical, mental and social well being of our school community to help students transition successfully to in person instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey	15% of students feel safe talking about their feelings and ideas in their classes.	35% of students feel safe talking about their feelings and ideas in their classes.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Extended learning opportunities- After School Enrichment/ Academic Support Program- A partnership with Progressions San Jose Jazz . Continue to offer music classes after school 42 days a week for 4th-6th to learn band. The program will incorporate homework help and mentorship for 4th-6th grade students. Weekly music class for grades 2-3.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Little Heroes contract- Structure recess & lunch activities, classroom game time with a focus on conflict resolution strategies, mentoring and leadership opportunities and after school sports program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,000

20,000

Source(s)

LCFF Concentration

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principal Cell Phone- Principal will be accessible increasing the level of safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

General Fund

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with specific attention to the Hispanic and ELL subgroup of students.

Strategy/Activity

Contact parent/guardian in home language using information in Infinite Campus (IC)
Establish a site attendance/engagement team with regular meetings
Regular monitoring of attendance data to activate supports and identify trends
A minimum of 3 outreach attempts should be made and logged in the PLP Contact Log prior to Tier 2
Office staff follow up with daily Blackboard Connect
Focus on improved and excellent attendance in lieu of perfect attendance. Focusing on engagement and building a sense of belonging

Conduct check-ins with students and routinely ask students about how they are doing and what they are feeling
Establish a student leadership team. Leverage Student Voice to build a sense of community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student motivational incentives readily available. Prizes/incentives will be utilized in weekly raffle for meeting expected behaviors of being safe, respectful, responsible problem solvers as well as for meeting growth goals on site goals related to reading and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500

General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide supervision during lunch and recess to promote a positive school culture and safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

14,595.00

General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

K-6 Implementation of Second Step Social Emotional Learning Curriculum to give students the tools to excel in and out of the classroom in the areas of emotion management, situational awareness, and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to connect with 100% of our students and families during distance learning using FMSD's Reengagement Prevention and Proactive Foundational Supports.
SLS Referral/Community Based Organization services & support
Individual wellness check and environmental assessments
Virtual Student Attendance Review Team Conferences (SART)
Meetings (i.e., SST, SART, IEP)
Small group interventions
Socially distanced home visit
Provided regular check-in calls/connections with students as appropriate
Encouraged adult mentor programs to serve as a virtual weekly connection with students
Provided supports and scaffolds for students identified as needing assistance with academics

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

All strategies were implemented with the exception of funding Little Heroes because they were cut due to COVID-19. The funds were used to provide students and teachers the tools, resources and supplies to move to virtual instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the return to in person instruction the contract with Little Heroes will be renewed to support with structured recess activities, student leadership and conflict resolution as stated in goal 2, strategy 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

- 1.By May 2022, we will increase the percent from 80% to 85% of parents who know how to get support from the school if their child needs counseling as reported in the LCAP parent survey.
2. By May 2022, we will increase the number of survey responses by 100 from 39 to 139 as reported by Panorama.

Identified Need

Parent surveys were conducted electronically this year. We only had 39 responses. Much less than when a paper and pencil survey is offered. Previous surveys we have received 100+ responses. We are committed to create a sense of belonging by maintaining the various engagement opportunities offered and tailoring new opportunities based on stakeholder input.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	80% of parents know how to get support from the school if the student is in need of counseling.	85% of parents know how to get support from the school if the student is in need of counseling.
LCAP Parent Survey	39 Survey Responses	139 Survey Respondents

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Fund 0Funds.5 FTE Community Liaison- Build/maintain strong home-school & community partnerships in support of educational outcomes for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,294	Title I
14,294	LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

SEAL Gallery Walks- parents will be invited into all K-3 grade classrooms at the end of every unit. Students will have an opportunity to showcase their learning every 6-8 weeks. Exhibition Night-Parents will be invited to an exhibition night. 4-6 grade students will be able to showcase their learning using technology integration in the fall and spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide translation for all workshops and meetings including SSC, ELAC, and student led conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Food supply for parent workshops & meetings to support parents coming to meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All parent meetings and community engagement events were conducted virtually in accordance to COVID-19 social distancing protocols.

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

Funds allocated for food supply were used to purchase materials and family prizes for attending parent meeting, workshops and family engagement nights like Loteria and Movie night.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Leverage the community partnerships that were made to continue to provide ongoing workshop and family engagement nights when we return to in person instruction.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$194,016.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$29,290.00

Subtotal of additional federal funds included for this school: \$29,290.00

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 (\$)
District Funded	\$20,000.00
General Fund	\$17,595.00
LCFF Concentration	\$40,704.00
LCFF Supplemental	\$86,427.00

Subtotal of state or local funds included for this school: \$164,726.00

Total of federal, state, and/or local funds for this school: \$194,016.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Maria Reyes	Principal
Moses Bravo	Classroom Teacher
Ashwin Kumar	Classroom Teacher
Patricia Ruiz	Other School Staff
Elsy Martelli	Other School Staff
Lizeth Garcia	Parent or Community Member
Illiana Estrada	Parent or Community Member
Ana Hernandez	Parent or Community Member
Jennifer Ruano	Parent or Community Member
Celina Yaqueli	Parent or Community Member

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

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
	State Compensatory Education Advisory Committee
	English Learner 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 .

Attested:

Principal, Maria Reyes on
SSC Chairperson, Illiana Estrada on