



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santee Elementary School	43-69450-6047252	5-1-2024	6/25/2024

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), and for federal Additional Targeted Support and Improvement (ATSI), 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 for both the SPSA and federal ATSI 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.

This plan is being used by Santee Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- Plan Description ..... 4
- Educational Partner Involvement ..... 4
- Comprehensive Needs Assessment Components ..... 4
  - California School Dashboard (Dashboard) Indicators ..... 5
  - Other Needs ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 10
  - ELPAC Results ..... 16
  - California School Dashboard ..... 20
  - Overall Performance ..... 22
- Goals, Strategies, & Proposed Expenditures..... 33
  - Goal 1..... 33
  - Goal 2..... 38
  - Goal 3..... 43
- Budget Summary ..... 46
  - Budget Summary ..... 46
  - Other Federal, State, and Local Funds ..... 46
- Budgeted Funds and Expenditures in this Plan ..... 47
  - Funds Budgeted to the School by Funding Source..... 47
  - Expenditures by Funding Source ..... 47
  - Expenditures by Budget Reference ..... 47
  - Expenditures by Budget Reference and Funding Source ..... 47
  - Expenditures by Goal..... 48
- School Site Council Membership ..... 49
- Recommendations and Assurances ..... 50

# Plan Description

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

This plan is being used by Santee Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Santee's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

### Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

### Inclusive Educational Partner Engagement:

The development of this plan involved collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Santee School Community.

### Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that effectively improve student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

### Resource Allocation and Integration:

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs, focusing on the low academic achievement of our Hispanic students, English Learners, and Socioeconomically disadvantaged students in ELA and Math. Our School Site Council has been part of formulating our plan and has agreed to this plan.

By incorporating these elements, Santee School SPSA meets ESSA requirements and fosters a comprehensive approach to improving student outcomes responsive to our school community's unique needs and contexts.

## Educational Partner Involvement

How, when, and with whom did Santee Elementary 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

2/29/24, 3/28/24 & 4/25/24: School Site Council (SSC) met to review data, school-wide needs assessment, progress on current year goals, and thoughts on 2024-2025 goals. A suggested budget distribution and tentative goals were developed.

3/7/24 Staff met to discuss 2024-25 budget projections and gave input on what to stop, keep, and start. A suggested budget distribution and tentative goals were developed.

3/28/24 The English Learner Advisory Committee (ELAC) met and advised the SSC on what supports should continue to be prioritized for English Learners.

4/22/24 Santee's MTSS Team met to review data, progress on current year goals, and development of tentative 2023-2024 goals.

5/1/24 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.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

RED: All Students, English Learners, Socioeconomically Disadvantaged, Hispanic - English Language Arts  
RED: All Students, English Learners, Socioeconomically Disadvantaged, Hispanic - Math

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Santee School has developed a comprehensive plan in collaboration with our educational partners that address the specific areas of our low-performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data and local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles, our team has identified areas of need for students schoolwide that may require targeted interventions. These needs include:

As per the 2023 CA Dashboard, All Students in ELA are significantly below standard, with a gap of 72.5 points, placing them in the alarming “red” category.

As revealed by the 2023 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in ELA, scoring 84.6, 77, and 72.6 points below standard, respectively, placing them in the “red” zone.

According to the 2023 CA Dashboard, “All Students” in Mathematics are 97.6 points below standard, placing them in the “red.”

As revealed by the 2023 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in Mathematics, scoring 106.7, 107.1, and 97.6 points below standard, respectively, placing them in the “red” zone.

Based on our needs analysis, we have established clear goals and objectives aligned with the ESSA requirements and the priorities outlined in our LCAP. Our school-wide goals focus on improving student achievement in ELA and Math through research-based instructional practices, supporting English Learners in language and literacy development, supporting the social-emotional wellness of all students and staff, and continuing to engage our families and communities to support student success.

The outlined targeted goals include:

### Achievement for all students

To move from “red” to “orange” by the 2024 CA Dashboard, “All Students” in ELA will increase by 10 points, with “All Students” rising to 62.5 points below standard.

To move from “red” to “orange” by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students will increase by 10 points in ELA, increasing to 74.6, 67, and 62.6 points below standard.

To move from “red” to “orange” by the 2024 CA Dashboard, “All Students” in Mathematics will increase by 10 points, with “All Students” rising to 87.6 points below standard.

To move from “red” to “orange” by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students will increase by 10 points in Mathematics, increasing to 96.7, 97.1, and 87.6 points below standard.

Conditions For Learning- Build a strong self-identity, develop social interaction skills and respectfully engage with others. By May 2025, 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 5% (38% to 43%) as measured by the Student Panorama Survey.

Family & Community Engagement - Santee will increase the number of survey responses by 100 (from 100 to 200), as the Panorama Family Survey reported.

By May 2025, we will maintain the % of parents participating in school activities other than parent-teacher conferences at 97%. This year, we saw an increase of 4% from 93% to 97%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

### **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Santee 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	0.55%	0%	%	2	0	
African American	%	0.56%	%		2	
Asian	11.85%	12.81%	11.82%	43	46	39
Filipino	1.38%	1.39%	2.12%	5	5	7
Hispanic/Latino	85.40%	84.4%	84.85%	310	303	280
Pacific Islander	%	0.28%	0.61%		1	2
White	0.55%	0.28%	0.61%	2	1	2
Multiple/No Response	0.28%	0.28%	%	1	1	
<b>Total Enrollment</b>				363	359	330

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	63	76	48
Grade 1	51	29	45
Grade 2	47	48	40
Grade 3	56	47	55
Grade 4	55	57	43
Grade 5	55	51	53
Grade 6	36	51	46
<b>Total Enrollment</b>	363	359	330

#### Conclusions based on this data:

1. Our Asian subgroup had a decline in enrollment from 53 to 46 students over three years, from 13.7% to 12.81%. It continues to be our second-largest sub group.
2. Our Hispanic subgroup had a decline in enrollment from 318 to 303 students over 3 years. It continues to be our largest sub group at 84.4%
3. The largest decline is in first grade from 45 students to 29 students over 3 years.





# 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	257	243	214	58.00%	70.8%	64.8%
Fluent English Proficient (FEP)	57	59	59	18.00%	15.7%	17.9%
Reclassified Fluent English Proficient (RFEP)				12.4%	6.2%	

### Conclusions based on this data:

1. There is an increase in students identified as ELLs from 225 to 243 over three years. From 58% to 67.7%
2. There is a notable decrease in students initially identified as FEP from 70 to 59 over three year. From 18% to 16.4% which correlates with the increase in students identified as ELs.
3. There was a notable decrease in the rate of reclassification from 11.70% in 2019 to 6.2% in 2022. Our English Learners continue to need additional ELD supports.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	60	49	0	58	47	0	58	47	0.0	96.7	95.9
Grade 4	63	55	58	0	52	54	0	52	54	0.0	94.5	93.1
Grade 5	45	54	52	0	52	49	0	52	49	0.0	96.3	94.2
Grade 6	52	36	54	0	35	52	0	35	52	0.0	97.2	96.3
All Grades	221	205	213	0	197	202	0	197	202	0.0	96.1	94.8

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2350.	2329.		3.45	0.00		17.24	14.89		17.24	25.53		62.07	59.57
Grade 4		2381.	2389.		1.92	9.26		11.54	12.96		25.00	11.11		61.54	66.67
Grade 5		2442.	2447.		9.62	6.12		11.54	14.29		26.92	38.78		51.92	40.82
Grade 6		2491.	2472.		2.86	9.62		28.57	11.54		40.00	40.38		28.57	38.46
All Grades	N/A	N/A	N/A		4.57	6.44		16.24	13.37		25.89	28.71		53.30	51.49

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.17	0.00		56.90	59.57		37.93	40.43
<b>Grade 4</b>		5.77	9.26		61.54	57.41		32.69	33.33
<b>Grade 5</b>		9.62	6.12		65.38	71.43		25.00	22.45
<b>Grade 6</b>		2.86	5.77		51.43	48.08		45.71	46.15
<b>All Grades</b>		6.09	5.45		59.39	58.91		34.52	35.64

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.45	4.26		34.48	38.30		62.07	57.45
<b>Grade 4</b>		1.92	7.41		38.46	40.74		59.62	51.85
<b>Grade 5</b>		7.69	6.12		44.23	53.06		48.08	40.82
<b>Grade 6</b>		8.57	9.62		68.57	53.85		22.86	36.54
<b>All Grades</b>		5.08	6.93		44.16	46.53		50.76	46.53

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		10.34	6.38		65.52	63.83		24.14	29.79
<b>Grade 4</b>		1.92	1.85		76.92	70.37		21.15	27.78
<b>Grade 5</b>		3.85	12.24		73.08	59.18		23.08	28.57
<b>Grade 6</b>		14.29	9.62		65.71	71.15		20.00	19.23
<b>All Grades</b>		7.11	7.43		70.56	66.34		22.34	26.24

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.17	4.26		56.90	42.55		37.93	53.19
Grade 4		0.00	7.41		73.08	62.96		26.92	29.63
Grade 5		15.38	8.16		44.23	69.39		40.38	22.45
Grade 6		8.57	1.92		71.43	75.00		20.00	23.08
All Grades		7.11	5.45		60.41	62.87		32.49	31.68

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**Conclusions based on this data:**

1. CAASPP 22-23 shows low overall ELA/Literacy academic achievement. There was not a significant change from the previous year. Only 19.81% of our students met standards, 28.71% nearly met, and 51.49% did not. There was only a 1.81% decrease in students who did not meet ELA Literacy Standards.
2. In the reading domain, only 5.45% of students performed above standards, 58.91% performed at or near standard, and 35.64% performed below standard. There was a 1.12 increase in students who did not meet reading standards. In the writing domain, only 6.93% of students performed above standards, 46.53% performed at or near standard, and 46.53% performed below standard. There was a 4.23% decreased in students not meeting writing standards.
3. We continue to have many children who required immediate support. To support our struggling students, we need to simultaneously continue working on our framework for Multi-Tiered Systems of Support (MTSS) while rebuilding our Tier 1 program. Since our classroom teachers need to provide Tier 2 instruction, we need to invest in human resources to support our struggling students. Securing both materials and people is essential.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	60	49	0	60	48	0	60	48	0.0	100.0	98.0
Grade 4	63	55	58	0	54	57	0	54	57	0.0	98.2	98.3
Grade 5	45	54	52	0	52	52	0	52	52	0.0	96.3	100.0
Grade 6	52	36	54	0	35	53	0	35	53	0.0	97.2	98.1
All Grades	221	205	213	0	201	210	0	201	210	0.0	98.0	98.6

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2352.	2331.		1.67	2.08		11.67	4.17		31.67	25.00		55.00	68.75
Grade 4		2396.	2388.		0.00	5.26		7.41	5.26		37.04	29.82		55.56	59.65
Grade 5		2422.	2427.		1.92	0.00		5.77	7.69		19.23	25.00		73.08	67.31
Grade 6		2446.	2452.		0.00	3.77		5.71	7.55		31.43	35.85		62.86	52.83
All Grades	N/A	N/A	N/A		1.00	2.86		7.96	6.19		29.85	29.05		61.19	61.90

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67	2.08		40.00	22.92		53.33	75.00
Grade 4		1.85	8.77		38.89	29.82		59.26	61.40
Grade 5		1.92	0.00		26.92	26.92		71.15	73.08
Grade 6		0.00	5.66		45.71	37.74		54.29	56.60
All Grades		2.99	4.29		37.31	29.52		59.70	66.19

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67	2.08		30.00	29.17		63.33	68.75
Grade 4		1.85	1.75		35.19	28.07		62.96	70.18
Grade 5		0.00	1.92		34.62	50.00		65.38	48.08
Grade 6		5.71	1.89		31.43	43.40		62.86	54.72
All Grades		3.48	1.90		32.84	37.62		63.68	60.48

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00	2.08		63.33	54.17		36.67	43.75
Grade 4		1.85	5.26		48.15	59.65		50.00	35.09
Grade 5		0.00	1.92		59.62	48.08		40.38	50.00
Grade 6		0.00	3.77		60.00	66.04		40.00	30.19
All Grades		0.50	3.33		57.71	57.14		41.79	39.52

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#### Conclusions based on this data:

- The CAASPP 22-23 data shows that our overall Mathematics achievement is extremely low. Only 9.05% of our students met the mathematical standards. This was an increase of .09%. There was not any significant growth. 29.05% of our students nearly met mathematical standards, and 61.90% of our students did not meet standards. Overall, 61.90% of our 3-6 students did not meet mathematical standards according to the 2023 CAASPP test.
- Only 6.25% of 3rd-grade students met mathematical standards according to the 2023 CAASPP test. Only 10.52% of 4th-grade students met mathematical standards according to the 2023 CAASPP test. Only 7.69% of 5th-grade students met mathematical standards according to the 2023 CAASPP test. Only 11.32% of 6th-grade students met mathematical standards according to the 2023 CAASPP test.

3. Our Math data is even more alarming than our ELA data. We have many children who required immediate support. To support our struggling students, we need to simultaneously continue working on our framework for Multi-Tiered Systems of Support (MTSS) while rebuilding our Tier 1 program. Since our classroom teachers need to provide Tier 2 instruction, we need to invest in human resources to support our struggling students. Securing both materials and people is essential.

# 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](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1384.3	1427.9	1399.7	1395.1	1430.6	1419.2	1359.1	1421.6	1353.8	45	45	46
<b>1</b>	1414.6	1414.7	1419.3	1421.6	1440.2	1457.1	1407.2	1388.6	1381.0	31	40	20
<b>2</b>	1457.4	1441.2	1464.5	1462.4	1463.5	1500.1	1452.0	1418.3	1428.4	43	35	38
<b>3</b>	1474.2	1474.9	1462.0	1482.3	1492.6	1463.9	1465.5	1456.7	1459.6	42	41	32
<b>4</b>	1511.3	1509.9	1498.1	1529.4	1525.8	1507.7	1492.7	1493.6	1488.0	41	34	38
<b>5</b>	1520.3	1546.9	1527.9	1525.1	1564.5	1534.1	1515.1	1528.8	1521.2	28	32	31
<b>6</b>	1531.6	1556.0	1570.5	1535.3	1570.6	1595.7	1527.4	1541.1	1544.9	30	22	29
<b>All Grades</b>										260	249	234

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	28.89	15.22	20.00	22.22	28.26	37.78	33.33	28.26	35.56	15.56	28.26	45	45	46
<b>1</b>	3.23	5.00	15.00	35.48	15.00	30.00	29.03	35.00	35.00	32.26	45.00	20.00	31	40	20
<b>2</b>	9.30	17.14	18.42	30.23	31.43	31.58	37.21	22.86	26.32	23.26	28.57	23.68	43	35	38
<b>3</b>	14.29	14.63	3.13	28.57	24.39	28.13	28.57	36.59	40.63	28.57	24.39	28.13	42	41	32
<b>4</b>	19.51	14.71	13.51	41.46	50.00	40.54	31.71	20.59	27.03	7.32	14.71	18.92	41	34	37
<b>5</b>	7.41	40.63	25.81	51.85	37.50	38.71	37.04	9.38	22.58	3.70	12.50	12.90	27	32	31
<b>6</b>	23.33	31.82	62.07	36.67	54.55	20.69	36.67	9.09	10.34	3.33	4.55	6.90	30	22	29
<b>All Grades</b>	11.97	20.88	21.03	33.59	31.33	31.33	33.98	25.70	27.04	20.46	22.09	20.60	259	249	233

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.44	28.89	26.09	26.67	33.33	28.26	31.11	26.67	19.57	37.78	11.11	26.09	45	45	46
<b>1</b>	19.35	10.00	40.00	32.26	32.50	40.00	29.03	47.50	0.00	19.35	10.00	20.00	31	40	20
<b>2</b>	16.28	31.43	44.74	30.23	25.71	21.05	41.86	28.57	21.05	11.63	14.29	13.16	43	35	38
<b>3</b>	40.48	36.59	25.00	30.95	31.71	25.00	9.52	17.07	21.88	19.05	14.63	28.13	42	41	32
<b>4</b>	51.22	47.06	40.54	39.02	38.24	40.54	7.32	5.88	2.70	2.44	8.82	16.22	41	34	37
<b>5</b>	51.85	65.63	54.84	40.74	25.00	29.03	3.70	6.25	3.23	3.70	3.13	12.90	27	32	31
<b>6</b>	40.00	68.18	79.31	43.33	27.27	6.90	13.33	0.00	10.34	3.33	4.55	3.45	30	22	29
<b>All Grades</b>	30.50	38.15	42.92	33.98	30.92	27.04	20.46	20.88	12.45	15.06	10.04	17.60	259	249	233

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.44	20.00	0.00	11.11	20.00	23.91	46.67	28.89	34.78	37.78	31.11	41.30	45	45	46
<b>1</b>	0.00	0.00	0.00	29.03	15.00	15.00	29.03	22.50	25.00	41.94	62.50	60.00	31	40	20
<b>2</b>	11.63	5.71	5.26	18.60	25.71	21.05	30.23	25.71	21.05	39.53	42.86	52.63	43	35	38
<b>3</b>	0.00	0.00	0.00	19.05	14.63	9.38	33.33	48.78	37.50	47.62	36.59	53.13	42	41	32
<b>4</b>	4.88	2.94	0.00	17.07	20.59	21.62	41.46	38.24	43.24	36.59	38.24	35.14	41	34	37
<b>5</b>	7.41	12.50	6.45	7.41	25.00	25.81	59.26	37.50	35.48	25.93	25.00	32.26	27	32	31
<b>6</b>	6.67	4.55	13.79	16.67	31.82	34.48	53.33	59.09	37.93	23.33	4.55	13.79	30	22	29
<b>All Grades</b>	5.02	6.83	3.43	16.99	20.88	21.89	40.93	35.74	33.91	37.07	36.55	40.77	259	249	233

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.67	24.44	26.09	71.11	64.44	47.83	22.22	11.11	26.09	45	45	46
<b>1</b>	19.35	5.00	55.00	61.29	85.00	25.00	19.35	10.00	20.00	31	40	20
<b>2</b>	9.30	20.00	44.74	74.42	62.86	44.74	16.28	17.14	10.53	43	35	38
<b>3</b>	23.81	21.95	3.13	57.14	60.98	59.38	19.05	17.07	37.50	42	41	32
<b>4</b>	36.59	32.35	29.73	46.34	55.88	48.65	17.07	11.76	21.62	41	34	37
<b>5</b>	7.41	31.25	19.35	85.19	62.50	64.52	7.41	6.25	16.13	27	32	31
<b>6</b>	26.67	18.18	20.69	50.00	77.27	75.86	23.33	4.55	3.45	30	22	29
<b>All Grades</b>	18.53	21.69	27.47	63.32	66.67	52.79	18.15	11.65	19.74	259	249	233

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.89	37.78	28.26	46.67	51.11	43.48	44.44	11.11	28.26	45	45	46
<b>1</b>	19.35	22.50	45.00	54.84	55.00	35.00	25.81	22.50	20.00	31	40	20
<b>2</b>	23.26	48.57	44.74	65.12	37.14	44.74	11.63	14.29	10.53	43	35	38
<b>3</b>	50.00	63.41	37.50	30.95	17.07	37.50	19.05	19.51	25.00	42	41	32
<b>4</b>	86.84	70.59	45.95	10.53	20.59	37.84	2.63	8.82	16.22	38	34	37
<b>5</b>	88.46	87.50	74.19	7.69	6.25	9.68	3.85	6.25	16.13	26	32	31
<b>6</b>	66.67	90.91	89.66	30.00	4.55	6.90	3.33	4.55	3.45	30	22	29
<b>All Grades</b>	45.88	56.63	50.21	36.86	30.12	32.19	17.25	13.25	17.60	255	249	233

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.44	20.00	2.17	57.78	57.78	67.39	37.78	22.22	30.43	45	45	46
<b>1</b>	16.13	5.00	5.00	35.48	17.50	30.00	48.39	77.50	65.00	31	40	20
<b>2</b>	13.95	8.57	2.63	51.16	54.29	44.74	34.88	37.14	52.63	43	35	38
<b>3</b>	0.00	0.00	0.00	47.62	36.59	40.63	52.38	63.41	59.38	42	41	32
<b>4</b>	7.32	2.94	0.00	51.22	41.18	56.76	41.46	55.88	43.24	41	34	37
<b>5</b>	7.41	12.50	16.13	59.26	65.63	51.61	33.33	21.88	32.26	27	32	31
<b>6</b>	13.33	4.55	6.90	33.33	59.09	55.17	53.33	36.36	37.93	30	22	29
<b>All Grades</b>	8.49	8.03	4.29	48.65	46.18	51.50	42.86	45.78	44.21	259	249	233

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.89	35.56	21.74	60.00	17.78	28.26	31.11	46.67	50.00	45	45	46
<b>1</b>	3.23	5.00	0.00	61.29	55.00	75.00	35.48	40.00	25.00	31	40	20
<b>2</b>	16.28	11.43	13.16	32.56	48.57	55.26	51.16	40.00	31.58	43	35	38
<b>3</b>	4.76	4.88	6.25	52.38	75.61	59.38	42.86	19.51	34.38	42	41	32
<b>4</b>	2.44	11.76	10.81	65.85	58.82	62.16	31.71	29.41	27.03	41	34	37
<b>5</b>	3.70	21.88	12.90	77.78	56.25	70.97	18.52	21.88	16.13	27	32	31
<b>6</b>	6.67	27.27	41.38	86.67	72.73	51.72	6.67	0.00	6.90	30	22	29
<b>All Grades</b>	6.95	16.47	15.88	60.23	53.01	54.94	32.82	30.52	29.18	259	249	233

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. In the area of overall language, the majority of ELLs are level 3, 31.33%.
2. We maintained the % of level 4 students from 20.88% to 21.03%.
3. Reading continues to be the area of greatest need. It did not show significant gains. It showed a minimal decrease in the number of beginning readers from 45.78%. to 44.21%

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>359</b>	<b>76</b>	<b>67.7</b>	<b>0.3</b>
Total Number of Students enrolled in Santee Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	243	67.7
Foster Youth	1	0.3
Homeless	5	1.4
Socioeconomically Disadvantaged	273	76
Students with Disabilities	49	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
Asian	46	12.8
Filipino	5	1.4
Hispanic	303	84.4
Two or More Races	1	0.3
Pacific Islander	1	0.3
White	1	0.3

### Conclusions based on this data:

- 67.7% of the students we serve are English Language Learners. 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 these academic challenges requires all our teachers to get the training and resources to transform their classrooms into an environment where ELLs thrive while maintaining their home language.

2. Most of the students (76%) we serve come from socioeconomically disadvantaged households, which offers the challenge of meeting the 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.
3. Hispanic/Latinos are the largest population we serve at 84.4%, followed by Asians at 12.8%.

# School and Student Performance Data

## Overall Performance

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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. The overall performance in the area of ELA and mathematics is LOW.
2. The efforts we have made in the area of Chronic Absenteeism rendered positive results. We moved from the "red" to the "yellow" according to the 2023 Dashboard.

- 
- 
3. Our focus on English Learner progress. We moved from the "yellow" to the "green" according to the 2023 Dashboard.

# School and Student Performance Data

## Academic Performance English Language Arts

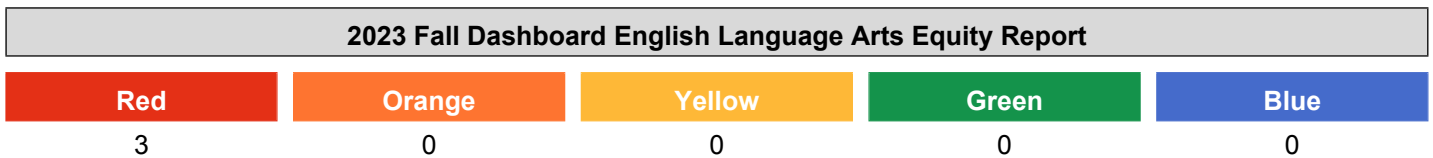
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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



This section provides number of student groups in each level.







This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Red 72.5 points below standard Decreased -5.5 points 197 Students	<b>English Learners</b>  Red 84.6 points below standard Decreased -14.3 points 149 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Red 72.6 points below standard Decreased -7.6 points 162 Students	<b>Students with Disabilities</b> 123.4 points below standard Increased Significantly +19.8 points 32 Students



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	53.8 points below standard Decreased Significantly - 16.7 points 23 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 77 points below standard Decreased -6.2 points 169 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116 points below standard Decreased Significantly -17.1 points 113 Students	14.3 points above standard Increased Significantly +15.3 points 36 Students	78.2 points below standard Increased Significantly +27.4 points 21 Students

**Conclusions based on this data:**

1. All Students scored Low in ELA performance, 72.5 points below standard (decreased by 5.5 points).
2. Socioeconomically disadvantaged students score Low in ELA performance, 72.6 points below standard (decreased by 7.6 points).
3. ELLS score Low in ELA performance (84.6 points below standard), and Hispanic students score Low in ELA performance (77 points below standard).

# School and Student Performance Data

## Academic Performance Mathematics

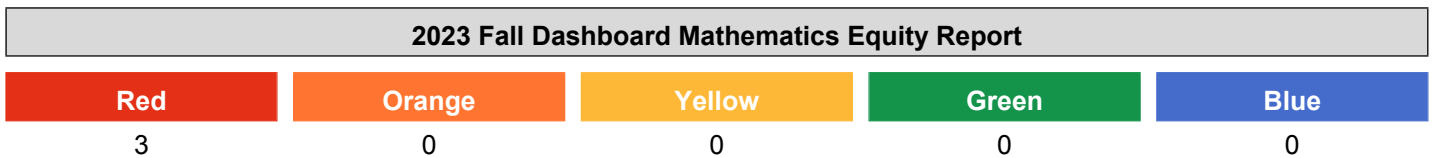
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Red 97.6 points below standard Decreased -7.9 points 197 Students	<b>English Learners</b>  Red 106.7 points below standard Decreased -13.4 points 149 Students	 No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Red 97.6 points below standard Decreased -8.4 points 162 Students	<b>Students with Disabilities</b> 141.9 points below standard Increased +4.6 points 32 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	<span style="background-color: #e0e0e0; padding: 2px;">46.6 points below standard</span> Maintained +0.2 points  23 Students	Less than 11 Students  4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red <span style="background-color: #e0e0e0; padding: 2px;">107.1 points below standard</span> Decreased -11.6 points  169 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">130.7 points below standard</span> Decreased Significantly -21.1 points  113 Students	<span style="background-color: #e0e0e0; padding: 2px;">31.4 points below standard</span> Increased Significantly +22.4 points  36 Students	<span style="background-color: #e0e0e0; padding: 2px;">97.1 points below standard</span> Increased +10.8 points  21 Students

**Conclusions based on this data:**

1. All students scored very low in mathematical performance, 97.6 points below the standard (decreased by 7.9 points).
2. Hispanic students scored very low in Mathematical performance (107.1 points below standard). ELL scored Low in Mathematical performance (106.7 points below standard).
3. Socioeconomically disadvantaged students scored very low in Mathematical performance (97.6 points below standard).

# School and Student Performance Data

## Academic Performance English Learner Progress

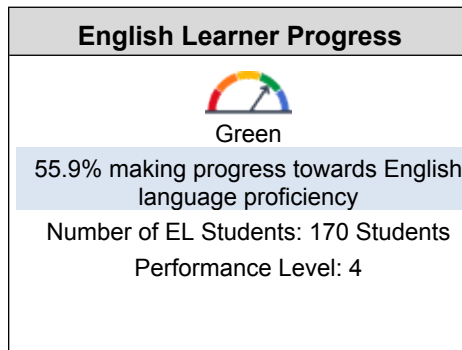
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	59	14	81

#### Conclusions based on this data:

- English Learner Progress is Green. 55.9 points above standard progress toward English language proficiency.
- 81% of ELLs progressed at least one English language proficiency level.
- Our ELL instructional support and ELD instruction are rendering positive results.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 27.8% Chronically Absent Declined Significantly -15.1 381 Students	<b>English Learners</b>  Yellow 26.3% Chronically Absent Declined Significantly -13.8 262 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 29.3% Chronically Absent Declined Significantly -13.4 311 Students	<b>Students with Disabilities</b>  Orange 34.4% Chronically Absent Declined -18.8 64 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">14.9% Chronically Absent</p> <p align="center">Declined -5.9</p> <p align="center">47 Students</p>	<p>Less than 11 Students</p> <p align="center">7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">29.2% Chronically Absent</p> <p align="center">Declined Significantly -16.1</p> <p align="center">322 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>

**Conclusions based on this data:**

1. According to the 2022 Dashboard, 42.9% of all students have Very High chronic absenteeism. 45.3% of Hispanics and 20.8% of Asians have very high chronic absenteeism. According to the 2023 Dashboard, we saw a significant decrease in all students who were chronically absent from 42.9% to 27.8%.
2. According to the 2023 Dashboard, we saw a significant decrease in the number of English Learner students who were chronically absent, from 40.1% to 26.3%.
3. We saw a decrease in chronic absenteeism in all sub groups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

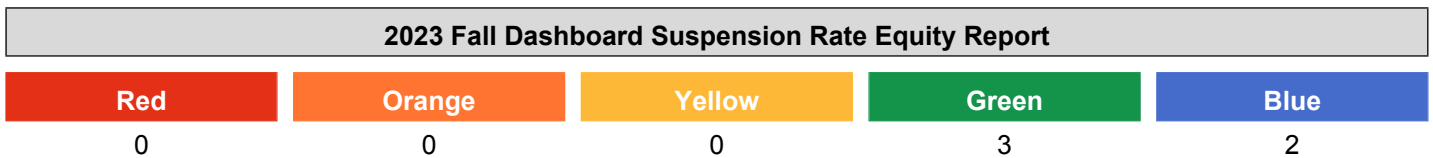
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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













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






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.5% suspended at least one day</td> </tr> <tr> <td>Declined -0.5 409 Students</td> </tr> </tbody> </table>	All Students	 Blue	0.5% suspended at least one day	Declined -0.5 409 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.7% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 278 Students</td> </tr> </tbody> </table>	English Learners	 Green	0.7% suspended at least one day	Declined -0.3 278 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>15 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	15 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Declined -0.6 329 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	0.6% suspended at least one day	Declined -0.6 329 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 65 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Maintained 0 65 Students
Homeless													
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Maintained 0 65 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 58 Students</p>	<p>Less than 11 Students 7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green 0.6% suspended at least one day Declined -0.5 339 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 1 Student</p>

**Conclusions based on this data:**

1. Hispanic students, Santee's largest ethnic group, have the highest suspension rate at .6% suspended at least one time.
2. Asian students have 0% suspension rate.
3. Overall, low suspension rates are evidence of school and district-wide restorative practices.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Pupil Outcomes

To move from "red" to "orange" by the 2024 CA Dashboard, "All Students" in ELA will increase by 10 points, with "All Students" increasing to 62.5 points below standard.

To move from "red" to "orange" by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students will increase by 10 points in ELA, increasing to 74.6, 67, and 62.6 points below standard.

To move from "red" to "orange" by the 2024 CA Dashboard, "All Students" in Mathematics will increase by 10 points, with "All Students" increasing to 87.6 points below standard.

Every classroom and program at Santee will promote a culture of instructional excellence and continuous improvement as measured by:

Increasing the percentage of all students meeting/exceeding the benchmark on the SBAC in ELA by 8% (from 19.81% to 27.81%).

Increasing the percentage of all students meeting/exceeding the benchmark on the SBAC in Math by 11% (from 9.05% to 20.05%).

Decreasing the percentage of all students not meeting the standard on SBAC in ELA by 10% (from 51.49% to 41.49%).

Decreasing the percentage of all students not meeting the standard on SBAC in Math by 10% (from 61.90% to 51.90%).

Increasing the percentage of K-3 students meeting/exceeding the benchmark on the local assessments by 10%

Increasing the percentage of K-3 students who make at least one year's growth by 10% from the beginning to the end of the 2024-2025 year, according to the local assessment.

Increasing the percentage of Hispanic students meeting/exceeding the benchmark on the SBAC in ELA by 8% (from 18% to 26%).

Increasing the percentage of Hispanic students meeting/exceeding the benchmark on the SBAC in Math by 11% (from 6% to 17%).

Decreasing the percentage of Hispanic students not meeting the standard on SBAC in ELA by 10% (from 54.60% to 44.6%).

Decreasing the percentage of Hispanic students not meeting the standard on SBAC in Math by 5% (from 66.85% to 56.85%).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As per the 2023 CA Dashboard, All Students in ELA are significantly below standard, with a gap of 72.5 points, placing them in the alarming “red” category.

As revealed by the 2023 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in ELA, scoring 84.6, 77, and 72.6 points below standard, respectively, placing them in the “red” zone.

According to the 2023 CA Dashboard, “All Students” in Mathematics are 97.6 points below standard, placing them in the “red.”

As revealed by the 2023 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in Mathematics, scoring 106.7, 107.1, and 97.6 points below standard, respectively, placing them in the “red” zone.

All students need instruction in core content areas and expanded learning opportunities. We have students joining us with no school or limited school experience and spend the year helping them increase their academic skills with the goal of meeting grade-level proficiency.

- Universal screener to identify needs and intervene early
- Secure materials & align SEAL units to the science of reading
- Hire literacy RTI support
- Allocate ample time for reading and language arts in the daily schedule
- Include a staggered intervention block across grade levels to provide tiered support
- Provide training, including coaching, on all new initiatives
- Peer coaching structure for sharing new knowledge

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA data (All Students)	19.81% meeting or exceeding standard	27.81% meeting or exceeding standard
CAASPP ELA data (All Students)	51.49% not meeting standard	41.49% not meeting standard
CAASPP Math data (All Students)	9.05% meeting or exceeding standard	20.05% meeting or exceeding standard
CAASPP Math data (All Students)	61.90% not meeting standard	51.90% not meeting standard
CAASPP ELA data (Hispanic Students)	18% meeting or exceeding standard	26% meeting or exceeding standard
CAASPP ELA data (Hispanic Students)	66.85% not meeting standard	55.85% not meeting standard
Local Assessment(K-3)	2024 TRI 2: 48.8% of students made at least one year's growth	2024 TRI 2: 58.8% of students made at least one year's growth
Renstar Reading (4-6)	2024 TRI 2: 29% proficient	2024 TRI 2: 39% proficient
Renstar Reading (4-6)	2023 TRI 2: 38.6% of students in need of urgent intervention	2024 TRI 2: 38.6% of students in need of urgent intervention
Renstar Reading (4-6)	2023 TRI 2: 58.5% of students made at least 1 year's growth	2024 TRI 2: 68.5% of students made at least one year's growth
Reclassification Rate	2023 TRI 2: 9%	2024 TRI 2: 12%
CA Dashboard: EPLI	2023, 55.9% of ELLs are making progress	2024 Increase by 3 points to 58.9 % of ELLs are making progress

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Universal screener to identify the needs of all students and intervene early. The Student Support Specialists, under the direction of Ed Services and the collaboration of the Santee ILT team, will plan, implement, monitor, assess, and provide direct intervention support for all students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	All Students	150,000 District Funded 1000-1999: Certificated Personnel Salaries substitute pay
1.2	Teachers will administer a universal screener to identify the needs of Hispanic students and provide direct targeted interventions to Hispanic students.	Hispanic Students	
1.3	Redesign Schedules <ul style="list-style-type: none"> <li>Allocate ample time for reading and language arts in the daily schedule (FMSD's Structured Literacy Block)</li> <li>Include a staggered intervention block across grade levels to provide tiered support</li> </ul>	All Students	
1.4	<ul style="list-style-type: none"> <li>Implement Common Core State Standards</li> <li>Provide opportunities for grade-level and cross-grade-level collaboration.</li> <li>Materials &amp; Supplies: Classroom supplies: Paper, pencils, markers, etc., for student use in classrooms; Supplemental resources: Books, subscriptions, reference materials, etc., for classrooms and professional development.</li> <li>Services, Operating Expenditures: Software licenses: Online resources, programs, etc. for student and staff use.</li> </ul>	All Students	17,713 LCFF Supplemental 4000-4999: Books And Supplies Foundational school supplies 395 LCFF Concentration  Foundational school supplies 8,899 LCFF Concentration  Copier contract 4,287 Title I  Happy Numbers, Reading A
1.5	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.	K-3 Students	15,000 District Funded 5000-5999: Services And Other Operating Expenditures St Math
1.6	SEAL/ELD Coach to support/coach all teachers with Designated & Integrated ELD SEAL coaching and support to K-3 SEAL teachers required 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. Lead & coordinate a collaborative time to plan/refine SEAL thematic	All ELLs	150,000 District Funded 1000-1999: Certificated Personnel Salaries Hourly pay  1000-1999: Certificated Personnel Salaries

	units of study. 4th-6th grade teachers will use the calendarized collaborative time to explore all components that come with Journeys/Collections and create a curriculum map of language functions and vocabulary to be taught during designated ELD.		
1.7	Implement beyond SST. SSTs/IEPs- A roving sub will be provided to hold SSTs on a quarterly basis as part of our RTI system	All Students	2,386 Title I
1.8			5000-5999: Services And Other Operating Expenditures Copier contract

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

According to the Core Data Collaborative, the strategies that we put in place rendered above-average growth over time. 12-point increase from 65 to 77.

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

There weren't any major differences.

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.

Learning takes time. We will continue with the same strategies as they have rendered growth over time. We will focus on continuous improvement of Lesson Design & Delivery: An effective lesson is thoughtfully designed to integrate new learning with students' existing schema and build connections to real-world knowledge. Teachers will engage students in high-quality tasks, ensure content is accessible to all learners, and systematically work to support student mastery.

Clarity and Purpose: Teachers make the purpose of each lesson clear and relevant for students (e.g., sharing clear objectives, sparking authentic student interests, highlighting real-world applications, asking students to connect their personal/cultural experiences to the lesson topic, demonstrating authentic personal interest and joy, positioning the day's learning within the context of the larger unit).

Information Processing : Teachers create cognitive routines for students to process information, connect to existing schema, explore and elaborate on new ideas, learn from mistakes, and apply new learning (e.g., a set of questions students use to monitor and evaluate their comprehension, learning moves students use for new information - discussion, story creation, graphic organizers, humor - opportunities to review new learning through games or real-life problems, etc.)

Assessment: Teachers use assessment as a tool to drive towards equitable outcomes, consistently delivering a message of "I am going to push you because I believe in you" to each and every learner. They work to ensure criteria for success are clear and transparent, provide multiple pathways for students to demonstrate their learning, frequently check for student understanding, provide specific academic feedback, and analyze a comprehensive set of assessments with an explicit equity lens.

Shared Criteria for Success: Teachers clearly communicate with students and their families about the essential developmental progressions, skills, and level of mastery expected in their grade level course (e.g., leveraging rubrics to make criteria for mastery clear and explicit, sharing exemplars such as writing samples or end-of-year texts, modeling key skills or concepts, sharing an overview of course or grade level outcomes, etc.).

Differentiation: Using their deep knowledge of students' strengths, learning styles, interests, and current levels of mastery, teachers adapt their daily instruction to meet the needs of individuals and small groups of students.

Cooperative Learning: Teachers create opportunities for cooperative learning in which students of varying skill levels can learn from one another as they work together to pursue collective learning objectives (e.g., collaborating on a report or project, working together to solve a problem/question, etc.)

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Conditions For Learning

Build a strong sense of self-identity and develop skills for social interaction and engaging respectfully with others. By May 2025, 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 5% (38% to 43%) as measured by the Student Panorama Survey.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable system and creating a safe, welcoming, and inclusive environment that allows students to fully participate in learning and the school community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our goal is to continuously link classroom instruction to the broader community. We envision a learning environment where instruction in all classrooms is engaging, providing real-world and project-based learning opportunities. This approach is not just about our students, families, educators, and local community members, but it is also shaped by them. The curriculum will be responsive to local history, knowledge, values, languages, literature, institutions, cultures, and environments, reflecting the rich diversity and unique strengths of our community. Our mission is for students to see themselves as community advocates and change agents who can positively impact their community. To achieve this, we must ground student learning in civic engagement and address real-world issues.

According to the Trauma Skills Schools Student Survey, we identified the following needs.

Student Perceptions in the area of connections:

My teacher cares about me-79% responded favorably

When I have a problem, I can go to my teacher for help-88% responded favorably

My teachers know what I like to do in my free time-46% responded favorably

My teachers know about my family-59% responded favorably

We have done a good job creating a safe learning community at School. Students know we care about them and can ask us for help. However, students perceive that we do not know who they are outside of school.

Student Perceptions in the area of achievement:

My teacher knows what I am good at outside of school-41% responded favorably

My teachers know what I like to do in my free time-46% responded favorably

I see myself as a leader-56% responded favorably

My teacher sees me as a leader-41% responded favorably

My teachers tell me what I do well-86%. responded favorably

My teacher likes it when I share my own ideas-71% responded favorably

We are doing a good job of providing positive feedback and opportunities for students to share ideas. Opportunity for growth: Learning students' assets/interests outside school to inform project-based/real-world learning.

Student Perceptions in the area of belonging:

I like my school - 86% responded favorably

My teachers hope I do well in school-83% responded favorably

My teachers are happy to see me at school-61% responded favorably

We have done a good job creating a sense of belonging for most students. However, 33% of our students don't know if we are happy to see them at school. 6% feel that teachers are not happy to see them at school.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey	Favorable responses in the area of safety (45% ).	Favorable responses in the area of safety (50%)
Panorama Student Survey	38% of Students feel safe talking about their feelings and ideas in their classes.	43% of Students feel safe talking about their feelings and ideas in their classes.
CA School Dashboard	.5% of all students were suspended for at least one day. All subgroups were below .8% suspension rate	Maintain suspension rates to 1% or less,



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Little Heroes will provide structured recess, lunch, and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports social interaction and engaging respectfully with others.	All Students	10,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Little Heroes
2.2	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.	All Students	150,000 District Funded 4000-4999: Books And Supplies Incentives
2.3	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts or SJZ Progressions.	All Students	28,333.33 District Funded 5000-5999: Services And Other Operating Expenditures
2.4	Families will be invited to contribute to student learning. Teachers will be provided 8 hours during the first week of school for home school connections	All Students	Schedule 2 days
2.5	Promote a culture that values and supports mental health and social-emotional learning (SEL) Implement the Second Step SEL program school-wide Continue partnership with the Santa Clara Office of Education to provide staffing, professional development and materials/supplies for Student Wellness Center and the Zen Den School Wide SEL Curriculum - Second Step Calming Corner in every classroom Time to look deeper into SEL data to see trends; look at by class, student, grade level, etc. Identify "focus" students and create action plans Whole School Community Circle Meetings Restorative Practices "Listening" - Being mindful of what students are saying and doing during Classroom	All Students	
2.6	Students will have access to music, art and/or theater educational experiences as part of their academic program. Consultants will be hired to provide these classes to students during the school day.	Access to full, enriched curriculum for all students.	30,000 District Funded Frontage improvement
2.7	Santee School will be part of the Trauma Skilled School Training for the 23/24- 24/25 school years. District will be financially supporting any PD related to the TSS implementation for hours that fall	All Students	



	outside of the normal school year. The Trauma Skilled Schools Model involves a five-step process that begins with establishing foundational trauma knowledge among all school site personnel. The model then utilizes knowledge to establish common practices among all staff members that create and reinforce the resiliency skills that are essential to school success and that are particularly important for trauma-impacted students. TSS Team will: 1. Meet monthly to continue discussion of policy and practice alignment with principles 2. Work with ILT/ MTSS Team to develop, implement and monitor TSS plan		
2.8	Cell Phone - Principal will be accessible increasing the level of safety.	All Students	500 General Fund 5900: Communications
2.9	Provide supervision during lunch and recess to promote a positive school culture and safety.	All	17,147 General Fund 1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Based on the insightful data from the student surveys, we have strategically chosen 3 Resilience Factors (Connection, Belonging, and Achievement) to be the cornerstone of our efforts in the 24-25 school year.

### Home-School Connections

During the minimum days of the first week of school, we will dedicate 1:30-3:30 pm (8 hours total) to activities such as team building exercises, orientation sessions, and interactive discussions to strengthen the bond between students and teachers.

Mon- August 12

Tues - August 13

Wed - August 14

Thurs - August 15: Teacher Directed

Fri- August 16

Classroom Circles/meetings: Opportunity to learn about students' interests outside school. Build classroom community/restore classroom community when needed.

### Classroom -Community Connections:

Our goal is to continuously link classroom instruction to the broader community. We envision a learning environment where instruction in all classrooms is engaging, providing real-world and project-based learning opportunities. This approach is rooted in the assets of our students, families, educators, and local community members. The curriculum will be responsive to local history, knowledge, values, languages, literature, institutions, cultures, and environments. Our mission is for students to see themselves as community advocates and change agents who can positively impact their community. To achieve this, we must ground student learning in civic engagement and address real-world issues.

### Student-led Conferences

Continue with student-led conferences practice.

Update protocol to include questions/goals connected to the Achievement section of the survey:

My teacher knows what I am good at outside of school-41%

My teachers know what I like to do in my free time-46%

I see myself as a leader-56%

My teacher sees me as a leader-41%

Student Leadership opportunities:

Lead Purposeful Practices

Share learning

Greet visitors in classrooms

Student-led classroom community circle meetings

Student-led whole-school community circle meetings

Student Government

Little Heroes

Student Welcoming Committee

Share Learning with the community.

SEAL Gallery Walks (K-3)

Exhibition Events/Open House (4-6)

Science Fair K-6

Art Fair K-6

The whole school community circle meeting

Restorative Practices

Restorative conversations:

Staff to Student, Student to Staff, Student to Student - Common language, protocol

Conversation frames, ex-Peace Path

Culture of Belonging

Class level community building (every class has an identity ex: grade college Class of \_\_\_\_\_, connected to a college mascot-Broncos, Bears)

School-wide community building - (ex - Sunshine)

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

No major differences

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.

No changes

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Family & Community Engagement

Santee will increase the number of survey responses by 100 (from 100 to 200), as the Panorama Family Survey reported.

By May 2025, we will maintain the % of parents participating in school activities other than parent-teacher conferences at 97%. This year, we saw an increase of 4% from 93% to 97%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Survey families on what workshops they would like to see at Santee.  
 Survey must be done in a variety of formats, paper, digital, and in-person.  
 Calendarize parent workshops based on results of the data.  
 Continue to help newcomer families navigate the various new systems.  
 Communicate the value of bilingualism and language diversity.  
 Recruit a family volunteer cadre

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Panorama Survey	100 Responses	200 Responses
Family Panorama Survey	97% of respondents participated in school activities other than parent-teacher conferences.	Maintain 97% or increase of respondents participated in school activities other than parent-teacher conferences.
Student Attendance Rate	As of April 2024, the average attendance rate for all students is 93.10%	Increase average attendance for all students to 94%.
Student Attendance Rate	As of April 2024, the chronic absenteeism rate is as follows: 23.78% (Whole School)	Decrease chronic absenteeism of all student groups by 5%.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p><b>3.1</b></p>	<p>Connect families to community organizations to assist in whole-child success, such as medical, dental, mental health, and nutrition services.</p> <p>Resources: Family Partnerships Liasion The student wellness center is staffed with two full-time social workers. Zen Den is staffed with one full-time coordinator. SST process: Response to Intervention (RtI), Collaboration with general education instructors and specialists Coordination of Services with the School Linked Services Team to support whole child development for under-achieving students in any area of attendance, behavior, academic, and/or basic needs Parent Information Nights &amp; Coffee with the Principal Meetings</p> <p>Based on the data, Santee Elementary will do the following: Level 1 focus: Students with an 8-10% absenteeism rate will require notification to parents through Attention to Attendance and will be provided resources through a school link referral. Level 2 focus: If a student remains on the list after two complete weeks of first-level intervention, second-level intervention will include a mandatory meeting with the principal. This meeting may include SART conference documentation if applicable. At this level 2 meeting, a Student Study Team recommendation may be made, a school link referral may be made, and/or an attendance contract. Level 3 focus: Recommendations to SARB will follow if previous support has not improved attendance.</p>	<p>All Students with specific attention to Asians, Hispanics, and students with disabilities who are chronically absent and not meeting ELA and Math Standards</p>	<p>42,046 LCFF Supplemental 2000-2999: Classified Personnel Salaries Central person managing and supporting all School Links services. Provide students and families with connections to onsite and off site counseling services.</p> <p>16,023 LCFF Concentration 2000-2999: Classified Personnel Salaries Coordinate communication between staff and parents. Coordinate parent engagement activities and workshops</p>
<p><b>3.2</b></p>	<ul style="list-style-type: none"> <li>• Increase the level of parent engagement by growing level of volunteers who support our schools and increasing parent participation in our various advisory groups and parent workshops.</li> <li>• Promote Family Engagement/Education Nights after determining the needs of the community</li> <li>• Provide oral and written translation support</li> <li>• Provide translation support in the office to support communication with families</li> </ul>	<p>All Students</p>	<p>16,023 Title I 1000-1999: Certificated Personnel Salaries Workshop for parents on language, literacy, and technology</p> <p>2000-2999: Classified Personnel Salaries translation for fall parent-teacher conferences</p>

	<p>that speak a language different from English</p> <ul style="list-style-type: none"> <li>• Improve communications with families through many forums including email, Parent Square, social media, marquee, school webpage</li> <li>• Host Coffee with the Principal once a month</li> <li>• Materials &amp; Supplies</li> <li>• Opportunities for parents to be active participants in students learning - Los Dichos &amp; Home School Connection Actives</li> </ul>		<p>5000-5999: Services And Other Operating Expenditures Food for monthly cafecitos, parent &amp; volunteer appreciation event</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Having a full-time community liaison has supported our community school work. In collaboration with school leaders, she has developed school-wide systems and practices that enable teachers, students, and families to build partnerships focused on ensuring student success (e.g., holding collaborative academic conferences, hosting family literacy nights, inviting families to exhibitions of student work, etc.).

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

No major differences

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.

No Changes

# 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	\$658,752.33
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 (\$)
Title I	\$22,696.00

Subtotal of additional federal funds included for this school: \$22,696.00

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	\$523,333.33
General Fund	\$17,647.00
LCFF Concentration	\$25,317.00
LCFF Supplemental	\$69,759.00

Subtotal of state or local funds included for this school: \$636,056.33

Total of federal, state, and/or local funds for this school: \$658,752.33

# 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
Title I	32400	9,704.00
LCFF Supplemental	95634	25,875.00
LCFF Concentration	45056	19,739.00
General Fund	19485	1,838.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	523,333.33
General Fund	17,647.00
LCFF Concentration	25,317.00
LCFF Supplemental	69,759.00
Title I	22,696.00

## Expenditures by Budget Reference

Budget Reference	Amount
	11,680.00
1000-1999: Certificated Personnel Salaries	333,170.00
2000-2999: Classified Personnel Salaries	58,069.00
4000-4999: Books And Supplies	167,713.00
5000-5999: Services And Other Operating Expenditures	53,333.33
5900: Communications	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	30,000.00
1000-1999: Certificated Personnel Salaries	District Funded	300,000.00
4000-4999: Books And Supplies	District Funded	150,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	43,333.33
1000-1999: Certificated Personnel Salaries	General Fund	17,147.00
5900: Communications	General Fund	500.00
	LCFF Concentration	9,294.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	16,023.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	42,046.00
4000-4999: Books And Supplies	LCFF Supplemental	17,713.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	10,000.00
	Title I	6,673.00
1000-1999: Certificated Personnel Salaries	Title I	16,023.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	348,680.00
Goal 2	235,980.33
Goal 3	74,092.00



# 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
Aman Khosa	Classroom Teacher
Ashwin Kumar	Classroom Teacher
Patricia Ruiz	Other School Staff
Elsy Martelli	Other School Staff
Lizeth Garcia	Parent or Community Member
Hortencia Lujan	Parent or Community Member
Juana De La Cruz	Parent or Community Member
Katia Briseño	Parent or Community Member
Maria Corona (Noemi)	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 5.1.24.

Attested:

Principal, Maria Reyes on 5.1.24

SSC Chairperson, Lizeth Garcia on 5.1.24

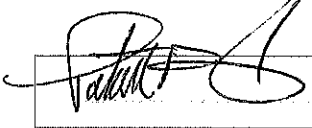
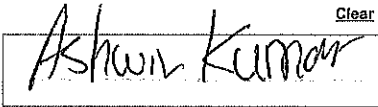
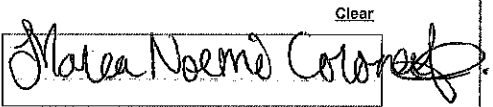
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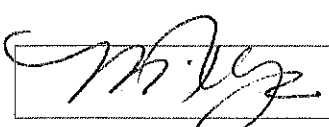
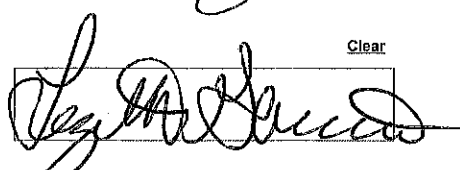
Signature	Committee or Advisory Group Name
 <input type="button" value="Clear"/>	<input checked="" type="checkbox"/> State Compensatory Education Advisory Committee
 <input type="button" value="Clear"/>	<input checked="" type="checkbox"/> English Learner Advisory Committee
 <input type="button" value="Clear"/>	<input type="checkbox"/> Special Education Advisory Committee
<input type="button" value="Clear"/>	<input type="checkbox"/> Gifted and Talented Education Program Advisory Committee
<input type="button" value="Clear"/>	<input type="checkbox"/> District/School Liaison Team for schools in Program Improvement
<input type="button" value="Clear"/>	<input type="checkbox"/> Compensatory Education Advisory Committee
<input type="button" value="Clear"/>	<input type="checkbox"/> Departmental Advisory Committee
<input type="button" value="Clear"/>	<input type="checkbox"/> Other:

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.

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This SPSA was adopted by the SSC at a public meeting on 5.1.24

Attested:

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