



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	5/21/2025	6/24/2025

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 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 10
 - ELPAC Results 15
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 28
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1..... 32
 - Goal 2..... 37
 - Goal 3..... 42
- Budget Summary 45
 - Budget Summary 45
 - Other Federal, State, and Local Funds 45
- Budgeted Funds and Expenditures in this Plan 46
 - Funds Budgeted to the School by Funding Source..... 46
 - Expenditures by Funding Source 46
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 46
 - Expenditures by Goal..... 47
- School Site Council Membership 48
- Recommendations and Assurances 49

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

1/22/24 Parents met for the annual Title 1 meeting. They reviewed the school goals for 2024-2025 and the budget allocated to support them.

12/6/24 and 3/28/25, Teachers reviewed district benchmark data.

2/27/25 English Learner Advisory Committee (ELAC) met and provided advice to the SSC as to what supports should continue to be prioritized for English Learners via EL Needs Assessment.

3/27/25 & 4/17/25: School Site Council (SSC) met to review data, school-wide needs assessment, progress on current year goals, and thoughts on 2025-2026 goals. A suggested budget distribution and tentative goals were developed. The McKinley School Site Council was invited to attend and provide input.

4/29/25 Santee's MTSS/ILT Team met to review Santee's & McKinley's data, progress on current year goals, and development of tentative 2025-2026 goals.

5/5/25 Staff met to discuss 2025-26 budget projections and gave input on what to stop, keep, and start. A suggested budget distribution and tentative goals were developed.

5/21/25 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.

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 2024 CA Dashboard, All Students in ELA are significantly below standard, with a gap of 90.3 points, placing them in the alarming “red” category.

As revealed by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in ELA, scoring 108.8, 99.8, and 95.2 points below standard, respectively, placing them in the “red” zone.

According to the 2024 CA Dashboard, “All Students” in Mathematics are 98 points below standard, placing them in the “red.”

As revealed by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in Mathematics, scoring 110.5, 107.5, and 102.5 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:

ELA

Achievement for all students: To move from “red” to “orange” by the 2025 CA Dashboard, “All Students” in ELA will increase by 15 points, with “All Students” rising to 75.3 points below standard.

Achievement for sub groups: To move from “red” to “orange” by the 2025 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students will increase by 15 points in ELA, increasing to 93.8, 84.8, and 80.2 points below standard.

Mathematics

Achievement for all students: To move from “red” to “orange” by the 2025 CA Dashboard, “All Students” in Mathematics will increase by 15 points, with “All Students” rising to 83 points below standard.

Achievement for sub groups: To move from “red” to “orange” by the 2025 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students will increase by 10 points in Mathematics, increasing to 95.5, 92.5, and 87.5 points below standard.

Conditions For Learning- Build a strong self-identity, develop social interaction skills and respectfully engage with others. By May 2026, 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 10% (31% to 41%) as measured by the Student Panorama Survey.

Family & Community Engagement - Santee will increase the number of survey responses by 100 (from 85 to 185), as the Panorama Family Survey reported.

By May 2026, we will maintain the % of parents participating in school activities other than parent-teacher conferences at 98%. This year, we saw an increase of 1% from 97% to 98%.

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.

There were no areas where any student group was two or more performance levels below the "all student".

Data Analysis and Identification:

Our MTSS and grade-level PLC teams analyze student academic performance data to identify areas of Tier I and Tier II instructional needs.

Targeted Interventions:

Targeted interventions are provided based on data analysis. Ongoing progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing funds to fund individualized apps.

Family and Community Engagement:

We prioritize family and community engagement by offering workshops, resources, and support networks for parents and guardians. This collaborative approach ensures that families are partners in the educational process, allowing them to reinforce strategies at home. This includes utilizing funding for a full-time community liaison to support our family and community engagement partnerships. Santee continually links classroom instruction to the broader community, providing real-world and project-based learning opportunities. Our goal is to ground student learning in civic engagement and address real-world issues that matter.

By implementing these targeted student support strategies, Santee Elementary aims to improve outcomes for students, ultimately promoting equitable access to quality education and fostering inclusive learning environments.

Other Needs

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

As of March 2025, 31.6% of students in grades K-3 are meeting or exceeding the DIBELS Reading standard. That is an increase of 11.1% from the beginning of the year, where 20.5% of students in grades K-3 were meeting or exceeding standard in DIBELS Reading.

As of March 2025, 38.2% of students in grades 3-6 are meeting or exceeding standard in Renaissance Star Reading. That is an increase of 11% from the beginning of the year, where 27.2% of students in grades 3-6 were meeting or exceeding the standard in Renaissance Star Reading.

As of March 2025, 33.9% of students in grades 1-6 are meeting or exceeding standard in Renaissance Star Math. That is an increase of 7% from the beginning of the year, where 26.9% of students in grades 1-6 were meeting or exceeding the standard in Renaissance Star Math.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0.56%	%	0.63%	2		2
Asian	12.81%	11.82%	11.01%	46	39	35
Filipino	1.39%	2.12%	3.14%	5	7	10
Hispanic/Latino	84.4%	84.85%	83.65%	303	280	266
Pacific Islander	0.28%	0.61%	0.63%	1	2	2
White	0.28%	0.61%	0.31%	1	2	1
Two or More Races	0.28%	%	0.63%	1		2
Not Reported	0%	%	%	0		
Total Enrollment				359	330	318

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			20
Kindergarten	76	48	
Grade 1	29	45	
Grade 2	48	40	
Grade3	47	55	
Grade 4	57	43	
Grade 5	51	53	
Grade 6	51	46	
Total Enrollment	359	330	

Conclusions based on this data:

1. Our Asian subgroup experienced a decline in enrollment, from 43 to 39 students over three years, resulting in a decrease from 11.85% to 11.82%. It remains our second-largest subgroup.

2. Our Hispanic subgroup experienced a decline in enrollment, decreasing from 310 to 280 students over a three-year period. It continues to be our largest subgroup at 84.5%
3. The largest decline is in Kindergarten from 63 students to 48 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	243	214	194	67.7%	64.8%	61.0%
Fluent English Proficient (FEP)	59	59	47	16.4%	17.9%	14.8%
Reclassified Fluent English Proficient (RFEP)	40	41		11.10%	12.40%	

Conclusions based on this data:

1. There is a decrease in the number of students identified as English Language Learners (ELLs) from 257 to 214 over three years. From 70.8% to 64.8%
2. There is a slight increase in the number of students identified as FEP, from 57 to 59, over three years, from 15.7% to 17.9%, which correlates with the decrease in the number of students identified as English Language Learners (ELs).
3. There was a notable increase in the rate of reclassification from 6.2% in 21-22 to 12.4% in 203-24. 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	49	55	58	47	50	58	47	50	96.7	95.9	90.9
Grade 4	55	58	47	52	54	41	52	54	41	94.5	93.1	87.2
Grade 5	54	52	56	52	49	55	52	49	55	96.3	94.2	98.2
Grade 6	36	54	54	35	52	47	35	52	47	97.2	96.3	87
All Grades	205	213	212	197	202	193	197	202	193	96.1	94.8	91

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2350.	2329.	2299.	3.45	0.00	2.00	17.24	14.89	10.00	17.24	25.53	6.00	62.07	59.57	82.00
Grade 4	2381.	2389.	2393.	1.92	9.26	4.88	11.54	12.96	12.20	25.00	11.11	19.51	61.54	66.67	63.41
Grade 5	2442.	2447.	2408.	9.62	6.12	3.64	11.54	14.29	10.91	26.92	38.78	25.45	51.92	40.82	60.00
Grade 6	2491.	2472.	2466.	2.86	9.62	4.26	28.57	11.54	14.89	40.00	40.38	40.43	28.57	38.46	40.43
All Grades	N/A	N/A	N/A	4.57	6.44	3.63	16.24	13.37	11.92	25.89	28.71	22.80	53.30	51.49	61.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.17	0.00	0.00	56.90	59.57	42.00	37.93	40.43	58.00
Grade 4	5.77	9.26	9.76	61.54	57.41	58.54	32.69	33.33	31.71
Grade 5	9.62	6.12	3.64	65.38	71.43	50.91	25.00	22.45	45.45
Grade 6	2.86	5.77	4.26	51.43	48.08	51.06	45.71	46.15	44.68
All Grades	6.09	5.45	4.15	59.39	58.91	50.26	34.52	35.64	45.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.45	4.26	2.00	34.48	38.30	20.00	62.07	57.45	78.00
Grade 4	1.92	7.41	0.00	38.46	40.74	43.90	59.62	51.85	56.10
Grade 5	7.69	6.12	3.64	44.23	53.06	41.82	48.08	40.82	54.55
Grade 6	8.57	9.62	2.13	68.57	53.85	51.06	22.86	36.54	46.81
All Grades	5.08	6.93	2.07	44.16	46.53	38.86	50.76	46.53	59.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.34	6.38	4.00	65.52	63.83	50.00	24.14	29.79	46.00
Grade 4	1.92	1.85	7.32	76.92	70.37	68.29	21.15	27.78	24.39
Grade 5	3.85	12.24	12.73	73.08	59.18	60.00	23.08	28.57	27.27
Grade 6	14.29	9.62	8.51	65.71	71.15	72.34	20.00	19.23	19.15
All Grades	7.11	7.43	8.29	70.56	66.34	62.18	22.34	26.24	29.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.17	4.26	2.00	56.90	42.55	40.00	37.93	53.19	58.00
Grade 4	0.00	7.41	0.00	73.08	62.96	68.29	26.92	29.63	31.71
Grade 5	15.38	8.16	7.27	44.23	69.39	47.27	40.38	22.45	45.45
Grade 6	8.57	1.92	6.38	71.43	75.00	70.21	20.00	23.08	23.40
All Grades	7.11	5.45	4.15	60.41	62.87	55.44	32.49	31.68	40.41

Conclusions based on this data:

1. CAASPP 23-24 shows very low overall ELA/Literacy academic achievement. There was a decrease from the previous year. Only 15.55% of our students met standards, 22.80% nearly met, and 61.66% did not. There was a 10% increase in the number of students who did not meet the ELA Literacy standard from the previous year.

2. In the reading domain, only 4.15% of students performed above standards, 50.26% performed at or near standard, and 46.57% performed below standard. There was a 10% increase in students who did not meet reading standards. In the writing domain, only 2.07% of students performed above standards, 38.86% performed at or near standard, and 59.7% performed below standard. There was a 12.54% decrease in the number of 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	49	55	60	48	54	60	48	54	100.0	98.0	98.2
Grade 4	55	58	47	54	57	47	54	57	47	98.2	98.3	100
Grade 5	54	52	56	52	52	56	52	52	56	96.3	100.0	100
Grade 6	36	54	54	35	53	53	35	53	53	97.2	98.1	98.1
All Grades	205	213	212	201	210	210	201	210	210	98.0	98.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2352.	2331.	2333.	1.67	2.08	1.85	11.67	4.17	5.56	31.67	25.00	16.67	55.00	68.75	75.93
Grade 4	2396.	2388.	2387.	0.00	5.26	2.13	7.41	5.26	6.38	37.04	29.82	34.04	55.56	59.65	57.45
Grade 5	2422.	2427.	2404.	1.92	0.00	0.00	5.77	7.69	3.57	19.23	25.00	25.00	73.08	67.31	71.43
Grade 6	2446.	2452.	2458.	0.00	3.77	5.66	5.71	7.55	7.55	31.43	35.85	26.42	62.86	52.83	60.38
Grade 11															
All Grades	N/A	N/A	N/A	1.00	2.86	2.38	7.96	6.19	5.71	29.85	29.05	25.24	61.19	61.90	66.67

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	2.08	1.85	40.00	22.92	25.93	53.33	75.00	72.22
Grade 4	1.85	8.77	2.13	38.89	29.82	34.04	59.26	61.40	63.83
Grade 5	1.92	0.00	0.00	26.92	26.92	21.43	71.15	73.08	78.57
Grade 6	0.00	5.66	9.43	45.71	37.74	30.19	54.29	56.60	60.38
Grade 11									
All Grades	2.99	4.29	3.33	37.31	29.52	27.62	59.70	66.19	69.05

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	2.08	3.70	30.00	29.17	20.37	63.33	68.75	75.93
Grade 4	1.85	1.75	2.13	35.19	28.07	31.91	62.96	70.18	65.96
Grade 5	0.00	1.92	3.57	34.62	50.00	35.71	65.38	48.08	60.71
Grade 6	5.71	1.89	1.89	31.43	43.40	39.62	62.86	54.72	58.49
All Grades	3.48	1.90	2.86	32.84	37.62	31.90	63.68	60.48	65.24

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	2.08	5.56	63.33	54.17	40.74	36.67	43.75	53.70
Grade 4	1.85	5.26	0.00	48.15	59.65	44.68	50.00	35.09	55.32
Grade 5	0.00	1.92	1.79	59.62	48.08	55.36	40.38	50.00	42.86
Grade 6	0.00	3.77	3.77	60.00	66.04	60.38	40.00	30.19	35.85
All Grades	0.50	3.33	2.86	57.71	57.14	50.48	41.79	39.52	46.67

Conclusions based on this data:

1. The CAASPP 23-24 data indicate that our overall Mathematics achievement remains extremely low. Only 8.09% of our students meet the mathematical standards. There was no significant change. 25.24% 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 2024 CAASPP test.
2. Only 7.41% of 3rd-grade students met mathematical standards according to the 23-24 CAASPP test. Only 8.51% of 4th-grade students met mathematical standards according to the 23-24 CAASPP test. Only 3.57% of 5th-grade students met mathematical standards according to the 23-24 CAASPP test. Only 13.21% of 6th-grade students met mathematical standards according to the 23-24 CAASPP test.
3. Our Math data and ELA data are alarming. 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1427.9	1399.7	1376.1	1430.6	1419.2	1394.3	1421.6	1353.8	1333.4	45	46	34
1	1414.7	1419.3	1408.5	1440.2	1457.1	1433.7	1388.6	1381.0	1382.9	40	20	32
2	1441.2	1464.5	1446.3	1463.5	1500.1	1461.4	1418.3	1428.4	1430.8	35	38	23
3	1474.9	1462.0	1461.5	1492.6	1463.9	1477.0	1456.7	1459.6	1445.7	41	32	40
4	1509.9	1498.1	1480.5	1525.8	1507.7	1486.0	1493.6	1488.0	1474.4	34	38	30
5	1546.9	1527.9	1507.6	1564.5	1534.1	1506.2	1528.8	1521.2	1508.8	32	31	38
6	1556.0	1570.5	1525.8	1570.6	1595.7	1554.1	1541.1	1544.9	1497.0	22	29	27
All Grades										249	234	224

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.89	15.22	11.76	22.22	28.26	20.59	33.33	28.26	29.41	15.56	28.26	38.24	45	46	34
1	5.00	15.00	15.63	15.00	30.00	21.88	35.00	35.00	21.88	45.00	20.00	40.63	40	20	32
2	17.14	18.42	4.35	31.43	31.58	21.74	22.86	26.32	43.48	28.57	23.68	30.43	35	38	23
3	14.63	3.13	5.00	24.39	28.13	32.50	36.59	40.63	27.50	24.39	28.13	35.00	41	32	40
4	14.71	13.51	13.33	50.00	40.54	33.33	20.59	27.03	23.33	14.71	18.92	30.00	34	37	30
5	40.63	25.81	18.42	37.50	38.71	26.32	9.38	22.58	34.21	12.50	12.90	21.05	32	31	38
6	31.82	62.07	22.22	54.55	20.69	37.04	9.09	10.34	11.11	4.55	6.90	29.63	22	29	27
All Grades	20.88	21.03	12.95	31.33	31.33	27.68	25.70	27.04	27.23	22.09	20.60	32.14	249	233	224

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.89	26.09	23.53	33.33	28.26	17.65	26.67	19.57	23.53	11.11	26.09	35.29	45	46	34
1	10.00	40.00	34.38	32.50	40.00	18.75	47.50	0.00	25.00	10.00	20.00	21.88	40	20	32
2	31.43	44.74	21.74	25.71	21.05	39.13	28.57	21.05	21.74	14.29	13.16	17.39	35	38	23
3	36.59	25.00	32.50	31.71	25.00	30.00	17.07	21.88	22.50	14.63	28.13	15.00	41	32	40
4	47.06	40.54	33.33	38.24	40.54	30.00	5.88	2.70	13.33	8.82	16.22	23.33	34	37	30
5	65.63	54.84	31.58	25.00	29.03	36.84	6.25	3.23	15.79	3.13	12.90	15.79	32	31	38
6	68.18	79.31	62.96	27.27	6.90	7.41	0.00	10.34	7.41	4.55	3.45	22.22	22	29	27
All Grades	38.15	42.92	33.93	30.92	27.04	25.89	20.88	12.45	18.75	10.04	17.60	21.43	249	233	224

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.44	0.00	2.94	11.11	23.91	14.71	46.67	34.78	41.18	37.78	41.30	41.18	45	46	34
1	0.00	0.00	3.13	29.03	15.00	18.75	29.03	25.00	18.75	41.94	60.00	59.38	31	20	32
2	11.63	5.26	4.35	18.60	21.05	17.39	30.23	21.05	17.39	39.53	52.63	60.87	43	38	23
3	0.00	0.00	0.00	19.05	9.38	15.00	33.33	37.50	25.00	47.62	53.13	60.00	42	32	40
4	4.88	0.00	0.00	17.07	21.62	13.33	41.46	43.24	36.67	36.59	35.14	50.00	41	37	30
5	7.41	6.45	7.89	7.41	25.81	23.68	59.26	35.48	28.95	25.93	32.26	39.47	27	31	38
6	4.55	13.79	7.41	31.82	34.48	7.41	59.09	37.93	33.33	4.55	13.79	51.85	22	29	27
All Grades	6.83	3.43	3.57	20.88	21.89	16.07	35.74	33.91	29.02	36.55	40.77	51.34	249	233	224

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	24.44	26.09	11.76	64.44	47.83	50.00	11.11	26.09	38.24	45	46	34
1	5.00	55.00	37.50	85.00	25.00	46.88	10.00	20.00	15.63	40	20	32
2	20.00	44.74	8.70	62.86	44.74	73.91	17.14	10.53	17.39	35	38	23
3	21.95	3.13	10.00	60.98	59.38	65.00	17.07	37.50	25.00	41	32	40
4	32.35	29.73	30.00	55.88	48.65	46.67	11.76	21.62	23.33	34	37	30
5	31.25	19.35	15.79	62.50	64.52	71.05	6.25	16.13	13.16	32	31	38
6	18.18	20.69	29.63	77.27	75.86	44.44	4.55	3.45	25.93	22	29	27
All Grades	21.69	27.47	20.09	66.67	52.79	57.14	11.65	19.74	22.77	249	233	224

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.78	28.26	26.47	51.11	43.48	38.24	11.11	28.26	35.29	45	46	34
1	22.50	45.00	32.26	55.00	35.00	38.71	22.50	20.00	29.03	40	20	31
2	48.57	44.74	39.13	37.14	44.74	43.48	14.29	10.53	17.39	35	38	23
3	63.41	37.50	47.50	17.07	37.50	30.00	19.51	25.00	22.50	41	32	40
4	70.59	45.95	46.67	20.59	37.84	30.00	8.82	16.22	23.33	34	37	30
5	87.50	74.19	57.89	6.25	9.68	23.68	6.25	16.13	18.42	32	31	38
6	90.91	89.66	70.37	4.55	6.90	3.70	4.55	3.45	25.93	22	29	27
All Grades	56.63	50.21	45.74	30.12	32.19	29.60	13.25	17.60	24.66	249	233	223

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	2.17	0.00	57.78	67.39	67.65	22.22	30.43	32.35	45	46	34
1	5.00	5.00	6.25	17.50	30.00	21.88	77.50	65.00	71.88	40	20	32
2	8.57	2.63	4.35	54.29	44.74	30.43	37.14	52.63	65.22	35	38	23
3	0.00	0.00	0.00	36.59	40.63	22.50	63.41	59.38	77.50	41	32	40
4	2.94	0.00	6.67	41.18	56.76	40.00	55.88	43.24	53.33	34	37	30
5	12.50	16.13	7.89	65.63	51.61	44.74	21.88	32.26	47.37	32	31	38
6	4.55	6.90	7.41	59.09	55.17	25.93	36.36	37.93	66.67	22	29	27
All Grades	8.03	4.29	4.46	46.18	51.50	36.61	45.78	44.21	58.93	249	233	224

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.56	21.74	11.76	17.78	28.26	44.12	46.67	50.00	44.12	45	46	34
1	5.00	0.00	9.38	55.00	75.00	59.38	40.00	25.00	31.25	40	20	32
2	11.43	13.16	21.74	48.57	55.26	60.87	40.00	31.58	17.39	35	38	23
3	4.88	6.25	10.00	75.61	59.38	47.50	19.51	34.38	42.50	41	32	40
4	11.76	10.81	6.67	58.82	62.16	66.67	29.41	27.03	26.67	34	37	30
5	21.88	12.90	13.16	56.25	70.97	57.89	21.88	16.13	28.95	32	31	38
6	27.27	41.38	14.81	72.73	51.72	66.67	0.00	6.90	18.52	22	29	27
All Grades	16.47	15.88	12.05	53.01	54.94	56.70	30.52	29.18	31.25	249	233	224

Conclusions based on this data:

1. In the area of overall language, the majority of ELLs are at level 1, comprising 32.14% of the total. That represents an 11.54% increase from the previous year, which aligns with the rise in newcomers over the past couple of years.

2. We maintained the % of level 2 students from 27.04% to 25.70%. The % of level 3 students decreased minimally from 31.33% to 27.68%. There was a notable decrease in level 4 students from 21.03% to 12.9%
3. Reading remains the area of greatest need. It showed a significant increase in students in the beginning band. It showed a 14.72% increase in the number of beginning readers from 44.21% to 58.93%. Speaking was by far the most developed skill, with 70.37%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
330	87.6%	64.8%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	214	64.8%
Foster Youth	1	0.3%
Homeless	13	3.9%
Socioeconomically Disadvantaged	289	87.6%
Students with Disabilities	52	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	39	11.8%
Filipino	7	2.1%
Hispanic	280	84.8%
Two or More Races	0	0.0%
Pacific Islander	2	0.6%
White	2	0.6%

Conclusions based on this data:

- 64.8% 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 (87.6%) we serve come from socioeconomically disadvantaged households. This represents an 11% increase from last year, presenting a challenge in meeting the fundamental needs of students, including 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. Hispanics/Latinos are the largest population we serve at 84.8%, followed by Asians at 11.8%

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall performance in ELA and mathematics are extremely low and in the "red" performance level.
2. The efforts we have made in the area of chronic absenteeism have yielded positive results. We moved from the "red" to the "yellow" performance level according to the 2023 Dashboard and maintained and a "yellow" proficiency level according to the 2024 dashboard.

3. English Learner progress remains a high focus, as they have moved down to the "red" performance level according to the 2024 Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

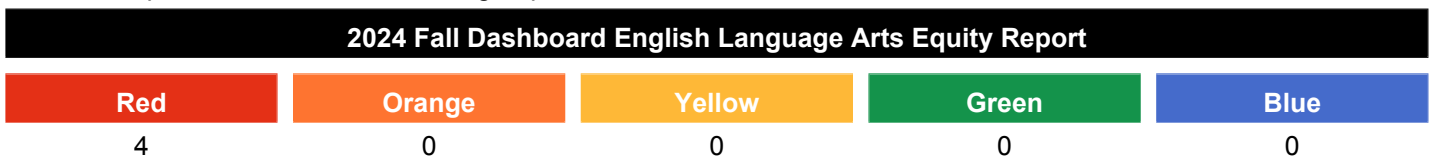
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>90.3 points below standard</p> <p>Declined 17.9 points</p> <p>182 Students</p>	<p>English Learners</p> <p>Red</p> <p>108.8 points below standard</p> <p>Declined 24.2 points</p> <p>135 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>95.2 points below standard</p> <p>Declined 22.6 points</p> <p>159 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>161.1 points below standard</p> <p>Declined 37.7 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>37.9 points below standard</p> <p>Increased 15.9 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>99.8 points below standard</p> <p>Declined 22.8 points</p> <p>154 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

Conclusions based on this data:

1. All Students scored very low in ELA performance, 90.3 points below the standard, representing a decrease of 17.9 points.
2. Socioeconomically disadvantaged students scored very low in ELA performance, 95.2 points below the standard (a decrease of 22.6 points).
3. ELLs scored very low in ELA performance (108.8 points below standard), and Hispanic students score Low in ELA performance (98.8 points below standard).

School and Student Performance Data

Academic Performance Mathematics

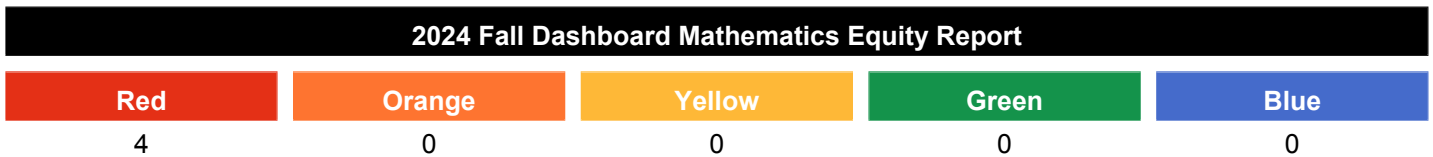
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>98.0 points below standard</p> <p>Maintained 0.4 points</p> <p>186 Students</p>	<p>English Learners</p> <p>Red</p> <p>110.5 points below standard</p> <p>Declined 3.8 points</p> <p>139 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>102.5 points below standard</p> <p>Declined 4.9 points</p> <p>163 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>146.7 points below standard</p> <p>Declined 4.8 points</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>44.6 points below standard</p> <p>Maintained 1.9 points</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>107.5 points below standard</p> <p>Maintained 0.3 points</p> <p>158 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 37.6% making progress. Number Students: 157 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 6 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 27.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 35%	Maintained ELPI Level 4 3.8%	Progressed At Least One ELPI Level 33.8%

Conclusions based on this data:

1. For English Learner Progress, 27.4% of ELLs decreased one ELPI level while 33.8% of ELLs progressed at least one ELPI Level.
2. 35% of ELLs maintained their ELPI level and 3.8% maintained an ELPI Level 4.
3. Our ELL instructional support and ELD instruction remain a high priority.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>23.5% Chronically Absent</p> <p>Declined 4.3</p> <p>366 Students</p>	<p>English Learners</p>  Orange <p>24.6% Chronically Absent</p> <p>Declined 1.7</p> <p>248 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p>  No Performance Color <p>23.1% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>24.5% Chronically Absent</p> <p>Declined 4.8</p> <p>319 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>22.7% Chronically Absent</p> <p>Declined 11.6</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>15.9% Chronically Absent</p> <p>Increased 1</p> <p>44 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined 4.7</p> <p>310 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. According to the 2024 Dashboard, 23.5% of all students are chronically absent. 24.6% of Hispanics and 15.9% of Asians have chronic absenteeism. According to the 2024 Dashboard, we continue to decrease in the number of chronically absent students, from 27.8 to 23.5%.
2. According to the 2024 Dashboard, we saw a significant decrease in the number of Students with Disabilities who were chronically absent, from 34.3% to 22.7%.
3. We saw a decrease in chronic absenteeism in all sub groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

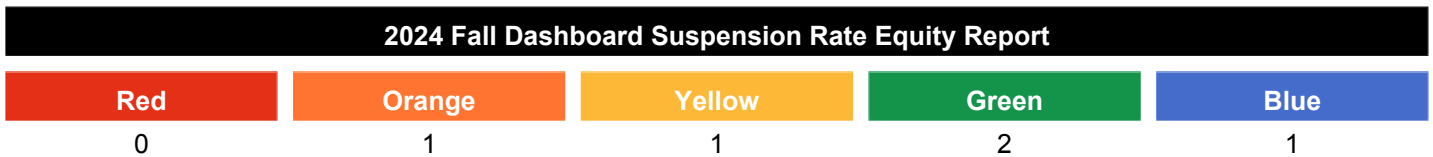
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.3%</p> <p>373 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0.1%</p> <p>252 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.6% suspended at least one day</p> <p>Maintained 0%</p> <p>324 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5%</p> <p>66 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>45 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.4%</p> <p>316 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. Our suspension rate is below 1%. Hispanic students, Santee's largest ethnic group, have the highest suspension rate at .8% suspended at least once.
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 2025 CA Dashboard, "All Students" in ELA will increase by 15 points, with "All Students" rising to 75.3 points below standard.

To move from "red" to "orange" by the 2025CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students will increase by 15 points in ELA, increasing to 93.8, 84.8, and 80.2 points below standard.

To move from "red" to "orange" by the 2025 CA Dashboard, "All Students" in Mathematics will increase by 15 points, with "All Students" rising to 83 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 10% (from 16% to 26%).

Increasing the percentage of all students meeting/exceeding the benchmark on the SBAC in Math by 11% (from 8% to 18%).

Decreasing the percentage of all students not meeting the standard on SBAC in ELA by 10% (from 62% to 52%).

Decreasing the percentage of all students not meeting the standard on SBAC in Math by 10% (from 67% to 57%).

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 2025-2026 school year, according to the local assessment.

As of March 2025, 31.6% of students in grades K-3 are meeting or exceeding the DIBELS Reading standard. That is an increase of 11.1% from the beginning of the year, where 20.5% of students in grades K-3 were meeting or exceeding standards in DIBELS.

As of March 2025, 38.2% of the students were meeting or exceeding standards in Renaissance Star Reading. That represents an 11% increase from the beginning of the year, with 27.2% of students in grades 3-6 meeting or exceeding the standard in Renaissance Star Reading.

As of March 2025, 33.9% of students in grades 1-6 are meeting or exceeding standard in Renaissance Star Math.

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.

According to the 2024 CA Dashboard, All Students in ELA are significantly below standard, with a gap of 90.3 points, placing them in the “red” performance level.

As revealed by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in ELA, scoring 108.8, 99.8, and 95.2 points below standard, respectively, placing them in the “red” performance level.

According to the 2024 CA Dashboard, “All Students” in Mathematics are 98 points below standard, placing them in the “red” performance level.

As revealed by the 2024 CA Dashboard, ELLs, Hispanic, and Socioeconomically Disadvantaged students struggle in Mathematics, scoring 110.5, 107.5, and 102.5 points below standard, respectively, placing them in the “red” performance level.

All students require instruction in core content areas and access to expanded learning opportunities. We have students joining us with no prior school experience or limited school experience, and we spend the year helping them develop their academic skills to meet grade-level proficiency. The preceding year, we found gaps in our Tier 1 instruction to help meet the high educational and executive functioning needs of our students. We found the following needs:

- Universal screener to identify needs and intervene early in grades 4-6
- Professional Development for 4-6 grade teachers in literacy interventions
- 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)	15.5% of "All Students" are meeting or exceeding the standards, with a gap of 90.3 points placing them in the "red" category	25.5% of "All Students" meeting or exceeding standards, with all students rising to 75.3 points below standard.
CAASPP ELA data (All Students)	61.66% not meeting standard	51.66% not meeting standard
CAASPP Math data (All Students)	8.09% meeting or exceeding standard, with a gap of 98 points, placing them in the "red" category	18.09% meeting or exceeding standard
CAASPP Math data (All Students)	66.67% not meeting standard	56.67% not meeting standard
CAASPP ELA data (Hispanic Economically Disadvantaged Students)	3.79% of Hispanic Economically Disadvantaged Students meeting or exceeding standard	13.79% meeting or exceeding standard
CAASPP ELA data (Hispanic Economically Disadvantaged Students)	74.68% of Hispanic Economically Disadvantaged Students not meeting standard	64.68% not meeting standard
Local Assessment(K-3)	2025 TRI 2: 31.6% of students are meeting reading benchmark goals according to the DIBELS.	2026 TRI 2: 41.6% of students are meeting reading benchmark goals according to the DIBELS.
Renstar Reading (4-6)	2025 TRI 2: 38.2% proficient according to the Renaissance Star Reading Assessment.	22026 TRI 2: 38.2% proficient according to the Renaissance Star Reading Assessment.
Renstar Reading (4-6)	2025 TRI 2: 20% of students in need of urgent intervention	2026 TRI 2: 10% of students in need of urgent intervention

Renstar Reading (4-6)	2025 TRI 2: 58.5% of students made at least 1 year's growth	2026 TRI 2: 68.5% of students made at least one year's growth
Reclassification Rate	2025 TRI 2: 9%	2026 TRI 2: 12%
CA Dashboard: EPLI	2024, 37.6% of ELLs are making progress	2025: Increase by 15 points to 52.6% 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	As a result of school consolidation, Santee is gaining six new teachers and close to 200 new students. All K-6 classroom teachers will receive an additional 6 hours of pay to plan with their grade level in August, prior to the start of the school year. The goal will be to review the baseline end-of-year (EOY) data, as well as the SST notes for incoming students, to plan for small-group instruction as part of the literacy block.	All Students	5,062 LCFF Concentration 1000-1999: Certificated Personnel Salaries 1 sub release day District Funded 1000-1999: Certificated Personnel Salaries 6 hours of collaboration and planning
1.3	The Santee ILT/MTSS team will meet every month to plan, help implement, and monitor intervention cycles to support "ALL Students" who have not met the district's adopted standards of proficiency and require additional support to attain these standards. This will be an adjunct duty to meet at no extra cost.	All Students	
1.4	The ILT/MTSS Team will Redesign Schedules <ul style="list-style-type: none"> Allocate ample time for reading and language arts in the daily schedule (FMSD's Structured Literacy Block) Include a staggered intervention block across grade levels to provide tiered support. In addition to whole-group grade-level instruction, small-group instruction will be provided in class for both literacy and mathematics to students performing significantly below grade level. 	All Students	
1.5	The Professional Learning Communities framework, purpose, and practice will be revisited in staff meeting trainings to strengthen existing PLCs. Teachers will meet every other Thursday (admin-directed Thursdays) to respond to common formative assessments and adjust/plan instruction based on the data.	All Students	2,000 General Fund 0000: Unrestricted PD Supplies
1.6	Implement Common Core State Standards Provide opportunities for grade-level and cross-grade-level collaboration. Materials & Supplies: Classroom supplies including paper, pencils, markers, etc., for student use; Supplemental resources encompass books, subscriptions, reference materials, etc., for classrooms and professional development.	All Students	17,736.88 LCFF Concentration 4000-4999: Books And Supplies Foundational school supplies 812 LCFF Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Foundational school supplies 8,026. General Fund 4000-4999: Books And Supplies Resources and supplies for student and staff use.
1.7	A roving sub will be provided one day a month to conduct Student Study Teams (SSTs), 504s, and IEPs to address the needs of students who are not progressing adequately through a multi-tiered support system.	Based on identified student need	2,978 Title I 1000-1999: Certificated Personnel Salaries
1.8	Students will have access to copies/reprographics of standards-aligned materials and resources.	All Students	10,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Copier contract
1.9	Staff will attend all district provided professional learning opportunities.	All Students	District Funded
1.10	Supplemental program licenses for Reading A-Z (grades K-3), Lexia Core 5 & Power Up (grade 4-6) will be purchased to provide additional support to supplement Tier 1 instruction.	ALL Students	District Funded
1.11	Supplemental program licenses will be purchased to provide additional review and enrichment such as Mystery Science, Mystery Writing, Math IXL and Happy Numbers	ALL Students	11,022 Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

There was a significant decline in English Language Arts on CAASPP from 2023 to 2024, and no change in the extremely low test scores. There was also a 12% rise in the percentage of low socio-economic students. The local assessments in reading and math (STAR Renaissance) show higher levels of progress in 2025. 2024.DIBELS is a new assessment so there is no annual comparison. However, the data has informed instruction and intervention.

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

There were no major differences between the intended implementation and the budgeted expenditures to implement the strategies and activities that met the articulated goal.

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 to strengthen Tier 1 instruction. We will focus on continuous improvement of lesson design and delivery. 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 will 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 will 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 will 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 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 will 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: By leveraging their in-depth understanding of students' strengths, learning styles, interests, and current levels of mastery, teachers will tailor their daily instruction to meet the diverse needs of individual students and small groups.

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 June 2026, we aim to increase the percentage of students who feel safe discussing their feelings and ideas in class most or all of the time by 10% (from 31% to 41%), as measured by the Student Panorama Survey.

By June 2026, the percentage of chronically absent students will decrease by 7.8% from 27.8% to 20% as measured by the California School Dashboard.

By June 2026, the percentage of Asian Students who are chronically absent will decrease by 4.9% from 14.9% to 10% as measured by the California School Dashboard.

By June 2026, the percentage of English Learners who are chronically absent will decrease by 6.3% from 26.3% to 20% as measured by the California School Dashboard.

By June 2026, the percentage of Hispanic Students who are chronically absent will decrease by 4.2% from 29.2% to 25% as measured by the California School Dashboard.

By June 2026, the percentage of chronically absent and socioeconomically disadvantaged students will decrease by 4.3% from 29.3% to 25% as measured by the California School Dashboard.

By June of 2026, the percentage of students with disabilities who are chronically absent will decrease by 4.4% from 34.4% to 30% as measured by the California School Dashboard.

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.

Although only 31% of students responded favorably to the question, " I feel safe talking about my feelings and ideas in my classes," the answer distribution indicates that 28% reported never feeling safe talking about their feelings and ideas in their classes, and 41% reported yes, sometimes. This is important to note because our work in community circles and restorative practices provides a safe space for 72% of the students, as reported in the Panorama student survey.

The Answer distribution:

No, Never (28%)

Yes, some of the time (41%)

Yes, most of the time (18%)

Yes, all of the time (13%)

We found that we need to share survey results with students and engage them in identifying barriers and strategies to help them feel safe talking about their feelings and ideas in their classes.

In addition to developing all four resilience factors —Belonging, Connection, Achievement, and Autonomy —chronic absenteeism is a pervasive issue that requires our continued efforts and support to increase student attendance. The academic achievement gaps reflect the attendance gaps among all students. We cannot teach those who do not attend, so we will continue with our protocols of promoting and acknowledging positive school attendance.

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 LCAP Student Survey	The percentage of students in grades 3-6 who responded favorably in the area of safety was 48%.	The percentage of students in grades 3-6 who respond favorably to questions related to the area of safety will increase by 10% from 48% to 58%.
Panorama LCAP Student Survey	31% of 3-6 grade students feel safe talking about their feelings and ideas in their class.	The percentage of 3-6 grade students who feel safe talking about their feelings and ideas in their class will increase by 10% from 31% to 41%.
CA School Dashboard	.8% of all students were suspended for at least one day.	Maintain suspension rates to 1% or less,
CA School Dashboard	27.8% of students are chronically absent.	The percentage of students who are chronically absent will decrease by 7.8% from 27.8% to 20%.
CA School Dashboard	34.4 % of student with disabilities are chronically absent.	The percentage of students with disabilities who are chronically absent will decrease by 4.4% from 34.4% to 30%
CA School Dashboard	26.3% of English Learners are chronically absent,	The percentage of English Learners who are chronically absent will decrease by 6.3% from 26.3% to 20%.
CA School Dashboard	29.2% of Hispanic students are chronically absent.	The percentage of Hispanic students who are chronically absent will decrease by 4.2% from 29.2% to 25%.
CA School Dashboard	29.3 % of students who are socioeconomically disadvantaged are chronically absent.	The percentage of students socioeconomically disadvantaged will decrease by 4.3% from 29.3% to 25%.

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	53,000 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Little Heroes
2.2	School Social Workers will support targeted 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 is both safe and supported on their learning journey.	All Students	District Funded 1000-1999: Certificated Personnel Salaries
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	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	
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 the Student Wellness Center 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	All Students	500 General Fund 4000-4999: Books And Supplies Health Supplies 100 General Fund 5900: Communications Reprographics 500 General Fund 5000-5999: Services And Other Operating Expenditures Tech supplies/repair
2.6	Students will have access to music, art and/or theater educational experiences as part of their academic program.	Access to full, enriched curriculum for all students.	District Funded 5000-5999: Services And Other Operating Expenditures
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	15,914 General Fund 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			7,957.12 LCFF Concentration 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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 Trauma Skilled Schools Student Survey, we have strategically chose 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.

Updated 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)

Our MTSS team created attendance protocols to increase Tier I and Tier II responses to proactively reduce our chronic absenteeism.

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

There was no significant difference between the budgeted expenditures for implementing strategies.

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.

We will receive Trauma Skilled School Certification at the end of this school year. However, there will be a new teacher at every grade level. This will require onboarding and revisiting our efforts in the continued development of all four resilience factors.

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

By June 2026, Santee will increase the number of survey responses by 100 (from 85 to 185), as reported by the Panorama Family Survey.

By June 2026, we will maintain the % of parents participating in school activities other than parent-teacher conferences at 98%. This year, we saw a 1% increase from 97% to 98%.

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.

Continue to strengthen our asset-based family and community engagement by :
 Surveying families to determine which workshops they would like to see at Santee.
 Surveying in a variety of formats, paper, digital, and in-person.
 Calendarize parent workshops based on the results of the data.
 Continue to assist newcomer families in navigating various new systems, such as ParentSquare.
 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
2025 Panorama LCAP Family Survey	85 Responses	200 Responses
2025 Panorama LCAP Family Survey	98% of parents/guardians reported participating in school activities other than parent-teacher conferences.	Maintain a 98% or increase in the number of parents/guardians participating in school activities other than parent-teacher conferences.

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
3.1	Full-time community liaison to connect families to community organizations supporting whole-child success, including medical, dental, mental health, and nutrition services. As part of the MTSS team, collaborate with general education instructors and specialists. Coordination of Services with the School-Linked Services Team will support the	All Students, with specific attention to Hispanics, students with disabilities, and socioeconomically disadvantaged students who are chronically	46,185 LCFF Supplemental 2000-2999: Classified Personnel Salaries Central person managing and supporting all School Links services. Provide students

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	development of whole children for underachieving students in attendance, behavior, academics, and/or basic needs.	absent and not meeting ELA and Math Standards	and families with connections to on-site and off-site counseling services. 17,961 LCFF Concentration 2000-2999: Classified Personnel Salaries Coordinate communication between staff and parents. Coordinate parent engagement activities and workshops
3.2	Plan and coordinate parent workshops and parent meetings. Enhance parent engagement by expanding the number of volunteers who support our schools and increasing parent participation in various advisory groups and parent workshops. Promote Family Engagement and Education Nights after determining the community's needs. Provide oral and written translation. Provide translation support to support communication with families that speak a language different from English. Enhance communication with family through various channels, including email, ParentSquare, social media, marquee, and school webpage. Host Coffee with the Principal once a month. Materials & Supplies Opportunities for parents to be active participants in students' learning - Los Dichos & Home School Connection Actives.	All Students	21,382 Title I 1000-1999: Certificated Personnel Salaries Workshop for parents on language, literacy, and technology 463 Title I 5000-5999: Services And Other Operating Expenditures Translation Services 1,000 LCFF Concentration 5000-5999: Services And Other Operating Expenditures Food for monthly cafecitos, parent workshops, parent & volunteer appreciation event

Annual Review

SPSA Year Reviewed: 2024-25

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.). There was an increase in all six topic areas as reported by the Family Panorama LCAP Survey.

- Classroom Climate 100% (+3)
- Conditions for learning 100% (+3)
- Sense of Belonging (School Connectedness) 100% (+3)
- Student Engagement 100% (+4)
- Outcomes 98% (+1)
- Parent Engagement 98% (+1)

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

There were a lot of gaps in the services provided by our Community School's Grant. The student wellness center was intended to be staffed with two full-time social workers. However, when the county social worker was on medical leave, no services were provided. Zen Den has been closed for most of the year. It was to be staffed with one full-time coordinator hired as part of our community school's grant; however, the coordinator left the position. It was decided that the position would not be filled and that a sub would be provided. The sub liaison was absent for most of her assignment due to medical issues, which led to her decision to step down, leaving us without any staff to open the Zen Den.

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 - SSC has voted to maintain the full-time community liaison position.

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	\$223,099.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$35,845.00

Subtotal of additional federal funds included for this school: \$35,845.00

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 (\$)
General Fund	\$27,540.00
LCFF Concentration	\$49,717.00
LCFF Supplemental	\$109,997.00

Subtotal of state or local funds included for this school: \$187,254.00

Total of federal, state, and/or local funds for this school: \$223,099.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	35,845	0.00
LCFF Supplemental	109,997	0.00
LCFF Concentration	49,717.	0.00
General Fund	27,540	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	27,540.00
LCFF Concentration	49,717.00
LCFF Supplemental	109,997.00
Title I	35,845.00

Expenditures by Budget Reference

Budget Reference	Amount
	812.00
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	29,422.00
2000-2999: Classified Personnel Salaries	88,017.12
4000-4999: Books And Supplies	26,262.88
5000-5999: Services And Other Operating Expenditures	75,985.00
5900: Communications	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	2,000.00
2000-2999: Classified Personnel Salaries	General Fund	15,914.00
4000-4999: Books And Supplies	General Fund	8,526.00

5000-5999: Services And Other Operating Expenditures	General Fund	500.00
5900: Communications	General Fund	600.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	5,062.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	25,918.12
4000-4999: Books And Supplies	LCFF Concentration	17,736.88
5000-5999: Services And Other Operating Expenditures	LCFF Concentration	1,000.00
	LCFF Supplemental	812.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	46,185.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	63,000.00
1000-1999: Certificated Personnel Salaries	Title I	24,360.00
5000-5999: Services And Other Operating Expenditures	Title I	11,485.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,636.88
Goal 2	78,471.12
Goal 3	86,991.00

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
Kimberly Leonhardt	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
Janeth Martinez	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

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 5/21/2025.

Attested:

Principal, Maria Reyes on 5/21/2025

SSC Chairperson, Lizeth Garcia on 5/21/2025

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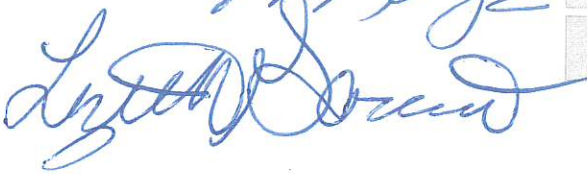
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