Santee School District

Local Control Accountability Plan (LCAP)

2022 Executive Summary

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Santee School District: "Where Young Minds Meet Open Doors"

President's Message

Amidst the challenges we continue to face, your Santee School District Governing Board remains steadfastly focused on ensuring that all our students receive the best educational experience regardless of situation or circumstance. This happens through the collective efforts of our dedicated teachers and staff, working in close collaboration with parents and community members. We recently saw this strong cooperation in action when updating our District Local Control Accountability Plan (LCAP). This important document outlines how Santee School District will align resources to specific priorities that meet the needs of every student. We are grateful to everyone who helped update our plan and we appreciate their ongoing support to help us continue our vital work, no matter what 2022 may bring.

- Elana Levens-Craig, President
  Santee School District Board of Education

Vision & Mission Statements

Vision Statement

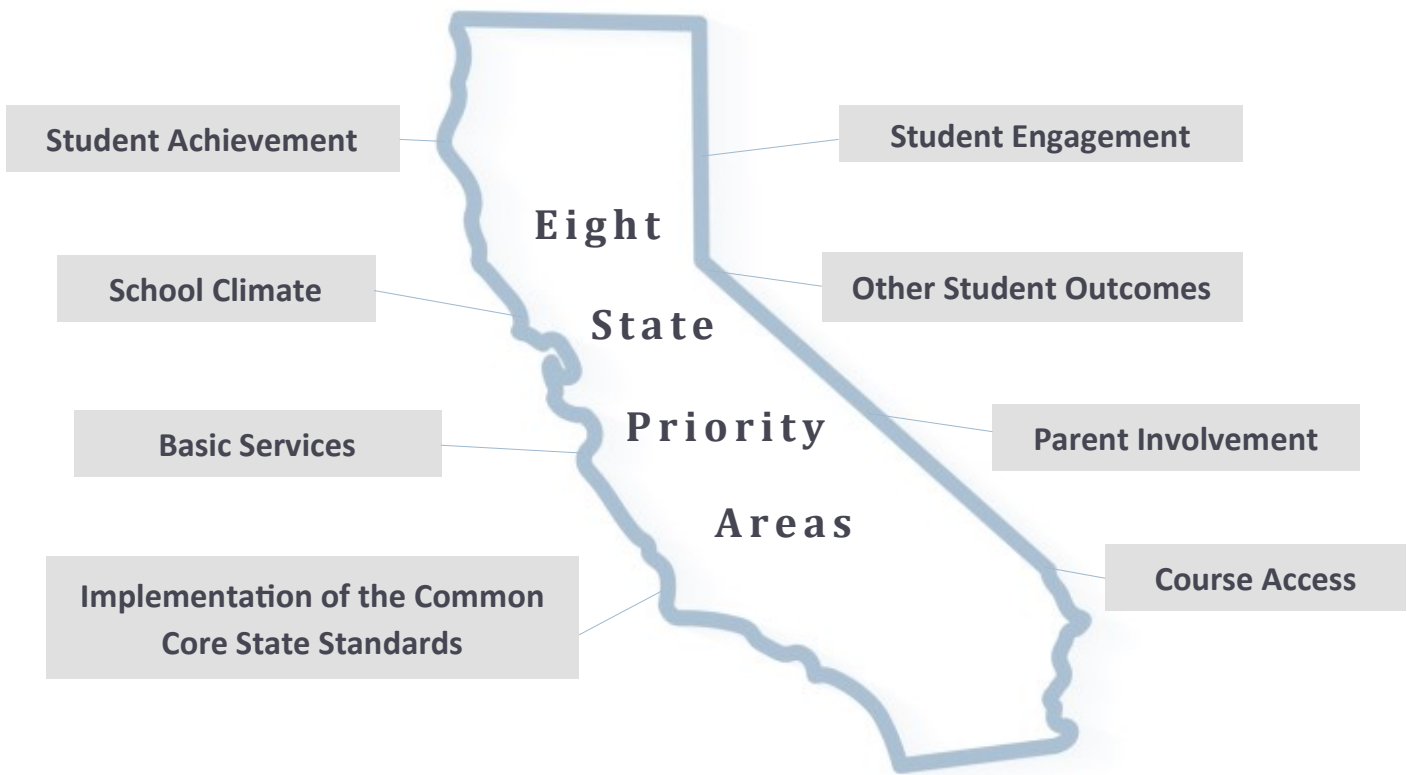*Unlocking the potential of tomorrow by building confident, innovative learners today*

Mission Statement

Providing an extraordinary education in an inspiring environment with caring people

Student Profile

Learn Continuously and Passionately
Students relentlessly pursue knowledge and skills with confidence, passion, and vigor.

Lead with Courage
Students inspire and influence positive change in the world around them.

Care Compassionately for Self, Others, and the Community
Students reflect on individual actions and how these actions affect themselves and others, continuously demonstrating empathy, respect, responsibility, and integrity.

Think Creatively and Critically
Students use a variety of resources to identify problems and solutions.

Communicate and Collaborate Effectively
Students think and exchange ideas with clarity, listen to understand, and interact productively to achieve common goals.

Students will be academically prepared for high school and beyond

California's Eight State Priority Areas

Student Achievement

Student Engagement

School Climate

Other Student Outcomes

Basic Services

Parent Involvement

Eight State Priority Areas

Implementation of the Common Core State Standards

Course Access

Santee School District's Board of Education Goals

Goal A	Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.
Goal B	Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.
Goal C	Improve and/or increase parent participation and engagement in their child(ren)'s learning process in preparation for high school and beyond.

Status of LCAP Actions/Services Implementation

	Name	Action
1.1	*Core Program*	BASE: Provide a core/base program consisting of the following: 1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1 2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines 3) School office staff in accordance with established staffing guidelines 4) School Campus Aides in accordance with established staffing guidelines 5) School Instructional Media Technicians in accordance with established staffing guidelines 6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines 7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments 8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs) 9) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional operations in accordance with periodic workload distribution analysis and needs assessments 10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity 11) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards 12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations 13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program 14) Centralized services such as electricity, natural gas, water and sewer, phone (both landline and cellular), property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program 15) Employee compensation structure and work environment that attracts and retains highly qualified staff 16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their IEP 17) Supplies, materials, and equipment needed to protect students and staff from transmission of COVID-19

2021-22 Estimated Costs	% Complete for 2021-22 Portion	2021-22 Highlights	Total Estimated Actuals
67,762,000	100.00%	All elements of core/base program are being provided throughout the year.	$72,818,000

Status of LCAP Actions/Services Implementation

Name	Action
1.2 *Professional Development*	SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 27 days per year for teachers to collaborate and engage in professional learning activities beyond their scheduled work day 2) Coding Academy for Grade K-8 teachers 3) Foundational Skills for Grade K-2 teachers 4) Literacy Continuity for Grade 3-8 teachers 5) Math Tasks for Grade K-5 teachers 6) Core Collaborative Work sessions with consultant 7) Cognitive Guided Instruction (CGI) training 8) Pilot Next Generation Science Standards (NGSS) curriculum including ELD for English Learners 9) 2 day training for New Teacher Orientation including English Language Development (ELD) for English Learners 10) ELA Training for K teachers including ELD for English Learners and Guided Language Acquisition Development (GLAD) strategies 11) Math Training for Grade K-5 teachers 12) Combination class planning sessions 13) Amplify Curriculum Training - includes ELD component 14) NGSS Curriculum Training - includes ELD component 15 College Preparatory Mathematics (CPM) Curriculum Training 16) History/Social Science Curriculum Training - includes ELD component 17) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies 18) Classified staff will be offered 2 days of training in first aid, CPR, and AED use 19) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager 20) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff

2021-22 Estimated Costs	% Complete for 2021-22 Portion	2021-22 Highlights	Total Estimated Actuals
$1,438,000	75.00%	Some professional learning activities have been postponed to later in the year due to inability to secure enough subs for teacher release. Some activities will be postponed until 2022-23 using the new Educator Effectiveness Funds.	$1,144,000

Status of LCAP Actions/Services Implementation

	Name	Action
1.3	***Technology Devices***	SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take online assessments; including low socio-economic students, Foster Youth, English Learners, and students with disabilities; and for teachers and classified instructional staff to support student learning.
1.4	***Technology Infrastructure and Support***	SUPPLEMENTAL: Provide a robust, reliable, secure, and scaleable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete 2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies 3) Provide 1.0 FTE Director, Instructional Technology to plan and coordinate provision of digital resources for teachers and students
1.5	***Digital Learning Software Systems***	SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software to include: 1) Achieve 3000 - includes ELD component 2) Dreambox - includes ELD component 3) Safari Montage 4) SchoolNET 5) SeeSaw
1.6	***Curriculum Resource Teachers***	SUPPLEMENTAL: Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 3.0 FTE planned for all years of the LCAP
1.7	***Curriculum Leadership Team***	SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Science curriculum pilot for Middle School for 2021-22 2) Science curriculum pilot for Elementary Grades for 2022-23
1.8	***Supplemental School Personnel***	TARGETED: Provide funding for schools to employ supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for low socio-economic students, Foster Youth, English Learners, and students with disabilities as defined in their Single Plan for Student Achievement (SPSA)

2021-22 Estimated Costs	% Complete for 2021-22 Portion	2021-22 Highlights	Total Estimated Actuals
$132,000	100.00%	All students have been provided an IPAD to enhance learning. The District replaces these devices throughout the year when lost or damaged.	$131,000
$2,580,000	100.00%	1) Replaced Backup System 2) Replaced web filtering system with more robust version 3) Installed HDMI connectors and speakers in each classroom to enhance audio-visual capabilities 4) Transfer to Fund 40 for technology replacement reserve to be done before the end of the fiscal year	$2,371,000
$168,000	100.00%	All listed digital learning software systems are implemented and operating	$192,000
$375,000	100.00%	3.0 FTE Curriculum Resource Teachers provided	$407,000
$14,000	100.00%	Teachers were trained and provided release time for piloting new science curriculum	$6,000
$31,000	100.00%	Schools added more supplemental staff than expected due to higher needs. Supplemental staff -- an Intervention Resource Teacher, a Social Worker, an Instructional Assistant, and two Community Liaisons -- are employed at Hill Creek, Pepper Drive, and PRIDE Academy.	$170,000

Status of LCAP Actions/Services Implementation

	Name	Action
1.9	*Bilingual Assistants*	TARGETED: Employ Bilingual Assistants for schools to support English Learner students in literacy and all content areas to support English Language Acquisition under the direction of a certificated teacher: 1) 5.25 FTE planned for all years of the LCAP
1.10	*Summer Academic Program*	SUPPLEMENTAL: Operate a four-week Summer Academy Program to promote learning recovery for students adversely impacted by the COVID-19 pandemic; including low socio-economic students, Foster Youth, English Learners, and students with disabilities, by providing academic intervention services with integration of digital resources: 1) Planned for Summer 2021 and 2022
1.11	*Supplemental Instructional/ Intervention Materials*	SUPPLEMENTAL: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Social/Emotional Learning Curriculum 2) Read 180 and System 44 for Students with Disabilities 3) RAZKIDS 4) Fountas and Pinnel LLI Kits - includes ELD component 5) LEXIA - includes ELD component 6) IReady English Language Arts and Math - includes ELD component 7) Rosetta Stone for English Learners and Immigrant Students (English Language Acquisition) 8) Other supplemental evidence based instructional resources for English Language Acquisition 9) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs
1.12	*Intervention Specialists*	SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning intervention with students who are performing at lower academic levels including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 16.0 FTE planned for 2021-22, 9.0 FTE for subsequent years 2) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 3) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students
1.13	*Transitional Kindergarten Program*	SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten including low socio-economic students, Foster Youth, English Learners, and students with disabilities
1.14	*Early Admission to Kindergarten Program*	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program including low socio-economic students, Foster Youth, English Learners, and students with disabilities
1.15	*Santee Success Program*	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-risk students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)
1.16	*Class Size Reduction for Grades 4-8*	SUPPLEMENTAL: Temporarily reduce class sizes in General Education Grades 4-8 to enhance safety and promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21 which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Employ additional teachers 2) Install portable classrooms at certain schools, as needed

2021-22 Estimated Costs	% Complete for 2021-22 Portion	2021-22 Highlights	Total Estimated Actuals
$193,000	100.00%	5.25 FTE Bilingual Assistants provided	$215,000
$269,000	100.00%	Summer program provided during Summer 2021 and is also planned for 2022	$127,000
$791,000	100.00%	All listed materials and systems provided. Added I-Ready software for reading and mathematics diagnostics and instructional materials	$1,225,000
$1,926,000	100.00%	16.0 FTE Language Arts Specialists/ Intervention Resource Teachers provided	$2,001,000
$544,000	100.00%	Transitional Kindergarten program provided in five (5) classes	$573,000
$231,000	100.00%	Early Admission to Kindergarten Program provided in four (4) classes	$183,000
$149,000	100.00%	Santee Success Program provided	$159,000
$3,697,000	100.00%	Provided 37 additional teachers to lower class sizes and installed 4 portable classrooms at Rio Seco	$3,466,000

Status of LCAP Actions/Services Implementation

	Name	Action
1.17	*Instructional Assistants*	SUPPLEMENTAL: Provide Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21: 1) Planned for 2021-22 only 2) Provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher 3) Provide support for Unduplicated Count students in literacy and mathematics under the direction of a certificated teacher
1.18	*Alternative School Instructional Supports*	SUPPLEMENTAL: Provide temporary additional instructional supports to the Alternative Education Program to enhance services provided to students whose parents/guardians prefer this option over traditional, in-person instruction: 1) Hire additional Alt School Teacher(s), as needed, temporarily for the 2021-22 school year 1) Hire Special Day Class teacher(s) temporarily for the 2021-22 school year to support students with disabilities
2.1	*Student Well-Being Initiatives*	SUPPLEMENTAL: Provide behavioral improvement programs, school connectedness endeavors, and other student well-being initiatives and train staff on implementation which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Implement Thrively APP for middle school students to identify their interests and career choices. Encourage schools to offer middle school elective courses in career exploration. 2) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being 3) Develop and implement various performing and visual arts electives and opportunities 4) Conduct an annual student survey to determine the level of safety and connnectedness felt by students
2.2	*Student Mental Health Initiatives*	SUPPLEMENTAL: Employ Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, English Learners, and students with disabilities; and parents toward College and Career Readiness: 1) 9.0 FTE planned for 2021-22; 7.0 FTE planned for subsequent two (2) years 2) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 3) Track progress for students who are chronically absent and provide support 4) 0.50 FTE of Director Community Collaborative for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socio-economic students
2.3	*Student Attendance Improvement*	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: 1) 0.50 FTE Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism 2) Attendance incentives 3) Regular data analysis to identify issues early 4) Increased focus on chronic absentee students to monitor and track progress 5) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 6) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals
3.1	*Parent Involvement*	SUPPLEMENTAL: Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 0.50 FTE of Director Community Collaborative to oversee improving and increasing parent involvement 2) Implement a District APP to improve parent communication and engagement 3) Design at least three (3) parent outreach programs that incorporate each school's instructional program for delivery to parents and families
		District-Total

2021-22 Estimated Costs	% Complete for 2021-22 Portion	2021-22 Highlights	Total Estimated Actuals
$422,000	100.00%	Provided 14, six-hour Instructional Assistants distributed among nine (9) schools	$408,000
$88,000	100.00%	Employed two (2) additional Alt School Teachers, for a total of three (3), and added an SDC teacher	$157,000
$33,000	100.00%	Thrively APP implemented fully. Some professional development opportunities to be conducted later in the year. Development and implementation of performing and visual arts electives is on-going. Annual student survey conducted and results presented to the Board. Schools will develop actions to address survey areas identified for improvement to include in their SPSA	$39,000
$1,011,000	100.00%	9.0 FTE Counselors/Social Workers provided	$984,000
$84,000	100.00%	All listed actions implemented. Significant decline in average attendance rate from 96% to 92% due to COVID related cases	$99,000
$81,000	75.00%	District APP implemented. Some parent workshops have been conducted for Special Education. Additional parent workshops will be planned for next year	$56,000
$82,019,000			**$86,931,000**

Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21
Total Enrollment	6,826	6,792	6,482	-310	6,186,278	6,163,001	6,002,523	-160,478
Percent of Students Socio-economically Disadvantaged	41.30%	38.20%	34.70%	-3.50%	60.90%	60.70%	60.50%	-0.20%
Percent of English Learners	9.50%	8.70%	8.30%	-0.40%	19.30%	18.60%	18.20%	-0.40%
Percent of Students with Disabilities	13.60%	14.60%	16.00%	1.40%	11.70%	11.70%	12.60%	0.90%

Conditions of Learning

1. Basic Services	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2020-21 Target
Highly Qualified Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2020-21 Target
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2020-21 Target
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2020-21 Target
Number of Curriculum Resource Teachers	3	3	3	0	Met 2020-21 Target
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2020-21 Target
Maintain 100% of students with access to standards aligned textbooks	100.0%	100.0%	100.0%	0.0%	Met 2020-21 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2020-21 Target
Local Facility Inspection Rating	3.13	3.13	3.15	0.02	Increased on a scale from 1 to 4 (4 being highest).
2. Implementation of State Standards	**2018-19**	**2019-20**	**2020-21**	**Change between 2019-20 & 2020-21**	**Comments**
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	76.50%	78.00%	72.00%	-6.00%	Decrease from 2019-20 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	72.90%	73.00%	61.20%	-11.80%	Decrease from 2019-20 percent of students meeting or exceeding standard
iReady Reading End-of-Year Diagnostic: Percent of Students At or Above Grade Level	N/A	N/A	58.00%	N/A	Baseline data for all K-8 students
iReady Mathematics End-of-Year Diagnostic: Percent of Students At or Above Grade Level	N/A	N/A	51.00%	N/A	Baseline data for all K-8 students
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	Met	Met	Met	Met	Observation data collected in 2020-21 included standards based evidence

7. Course Access	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
CTE Enrollment Rate	N/A	N/A	N/A	N/A	Santee is an Elementary School District and CTE courses are only offered at high school
Maintain 100% pupil enrollment in broad course of study.	100.00%	100.00%	100.00%	0	Maintained 100%
English Learners enrolled in Programs and Services for Integrated and Designated English Language Development	100.00%	100.00%	100.00%	0	Met target at 100 percent
Student Electives	40	42	0	N/A	Target suspended due to COVID-19 classroom restrictions

Data Analysis

Conditions of Learning: Basic Services, Implementation of State Standards, and Course Access

Basic Services
- All teachers are fully credentialed
- All teachers meet State criteria for highly qualified
- All teachers have appropriate credentialing/authorizations
- All students have access to instructional materials
- Santee School District meets all Williams requirements for facilities under the State School Facility Rating
- Locally developed facilities rating indicates a satisfactory rating with a variation from school site to school site

Implementation of State Standards [Change between 2019-20 and 2021-21]
- 6.00 percentage point decrease in students near or above standard as measured by the CAASPP ELA interim assessments
- 11.80 percentage point decrease in students near or above standard as measured by the CAASPP Mathematics interim assessments
- 58.00 percent of K-8 grade students performed at or above grade level on the iReady Reading End-of-Year Diagnostic. This is a baseline measure starting in 2020-2021 school year
- 51.00 percent of K-8 grade students performed at or above grade level on the iReady Mathematics End-of-Year Diagnostic. This is a baseline measure starting in 2020-2021 school year

Course Access
- All English Learners are enrolled in an integrated and designated English Learner Development course

Educational Partner Conclusion and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Pupil Outcomes

4. Pupil Achievement	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
California Assessment of Student Performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard	55.67%	N/A	54.74%	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures. 2020-2021 Modified Form CAASPP Testing not be compared to 2018-19
California Assessment of Student Performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	48.84%	N/A	45.91%	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures. 2020-2021 Modified Form CAASPP Testing not be compared to 2018-19
California Assessment of Student Performance and Progress (CAASPP): Science	N/A	N/A	32.16%	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3	25.81%	N/A	16.67%	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3	12.91%	N/A	4.35%	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
English Language Proficiency Assessment for California (ELPAC): Percent of students score at Level 3 and 4.	64.12%	63.91%	65.69%	1.78%	Increase in percent of students scoring a 3 or 4 on the ELPAC
English Learner Progress Indicator (ELPI) California School Dashboard.	53.90%	N/A	N/A	N/A	California Department of Education waived CA Dashboard requirements for ELPI in 2020-21 due to school closures
English Learner Reclassification Rate	8.8%	11.10%	8.20%	-2.9%	English Learner reclassification rate decreased from 2019-20

8. Other Pupil Outcomes	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	56.62%	N/A	N/A	N/A	California Department of Education waived Physical Fitness testing requirements in 2019-20 and 2020-21 due to school closures. PFT to resume in 2021-22

Data Analysis

Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes	17

Pupil Achievement [Change between 2019-20 and 2020-21]

- In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Santee School District did not administer CAASPP assessments due to school closures that occurred on March 16th, 2020 for the remainder of the school year.
- In November 2020, the California Department of Education approved a shortened version of CAASPP assessments in English Language Arts and Mathematics. Santee School District administered the modified form and received baseline data for the 2020-21 school year.
- 54.74 percent of students in grades 3-8 met or exceeded standard on the modified CAASPP English Language Arts assessment. This is a baseline measure as the State Department of Education instructed school districts not to compare results to prior year administrations.
- 45.91 percent of students in grades 3-8 met or exceeded standard on the modified CAASPP Mathematics assessment. This is a baseline measure as the State Department of Education instructed school districts not to compare results to prior year administrations.
- 1.78 percentage point increase of students scoring at level 3 or 4 on the summative English Learner Performance Assessment for California (ELPAC).
- The English Learner Performance Index (ELPI) was not reported in 2020-21 due to the statewide accountability and reporting waiver.
- 2.90 percentage point decrease in the District's English Language Reclassification rate

Other Pupil Outcomes [Change between 2019-20 and 2020-21]

- Physical Fitness testing was waived in 2020-2021

Educational Partner Conclusion and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Engagement

3. Parent Involvement	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
Number of Volunteer Hours	43,918	27,641	N/A	N/A	Target suspended due to COVID19 classroom restrictions
Number of Parent Committee Members	248	260	253	-7	Number of parent committee members decreased slightly

5. Pupil Engagement	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
Attendance Rate	95.90%	96.00%	94.23%	-1.77%	Due to the pandemic, attendance rate was suspended for 2020-21.
Chronic Absenteeism Rate	7.00%	2.18%	12.60%	10.42%	Increase in chronic absenteeism rate
Middle School Dropout Rate	0%	0%	0%	0%	Maintained 0% in middle school dropout rate

6. School Climate	2018-19	2019-20	2020-21	Change between 2019-20 & 2020-21	Comments
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	9.82 : 1,000	16.20 : 1,000	0.00 : 1,000	-16.20 : 1,000	Decrease in SART contract rate
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	0.15 : 1,000	0.44 : 1,000	0.00 : 1,000	-0.44 : 1,000	Decrease in SARB referrals
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	4.30%	2.40%	0.40%	-2.00%	Decreased suspension rate
4th - 5th Graders Feeling Safe at School (Panorama Survey - Safety)	N/A	66.00%	85.00%	19.00%	Increase in percent of students reporting favorably on Feeling Safe at School
4th - 5th Graders Responding Favorable for School Connectedness (Panorama Survey - Sense of Belonging)	N/A	79.00%	79.00%	0.00%	Maintained percent of students reporting favorably on Sense of Belonging
6th – 8th Graders Feeling Safe at School (Panorama Survey - Safety)	N/A	57.00%	73.00%	16.00%	Increase in percent of students reporting favorably on Feeling Safe at School
6th – 8th Graders Responding Favorable for School Connectedness (Panorama Survey - Sense of Belonging)	N/A	67.00%	65.00%	-2.00%	Decrease in percent of students reporting favorably on Sense of Belonging

Data Analysis

Engagement: Parent Involvement, Pupil Engagement, and School Climate

Parent Involvement [Change between 2018-19 and 2019-20]

- Approximately thirty-seven percent (37%) decrease in number of volunteer hours. Data reflects a 128-day in-person school year versus 180-days due to school closures.
- Approximately five percent increase in the number of parents serving on District and site committees

Pupil Engagement [Change between 2018-19 and 2019-20]

- 0.10 percentage point increase in Attendance Rate. Data reflects a 128-day in-person school year versus 180-days due to school closures.
- 4.82 percentage point decrease in student Chronic Absenteeism (percentage of students who were absent more than 10% of school days). Data reflects a 128-day in-person school year versus 180-days due to school closures.

School Climate [Change between 2018-19 and 2019-20]

- Approximately sixty-five percent (65%) increase in SART referrals per one thousand students
- Approximately sixty-six percent (66%) increase in SARB referrals per one thousand students
- 1.90 percentage point decrease in suspension rate. Data reflects a 128-day in-person school year versus 180-day due to school closures.
- Santee School District transitioned to new Panorama student surveys in 2019-2020. Baseline data indicates 78.01 percent of students responded favorably for feeling safe at school and 74.59 percent of students responded favorably for feeling connected to school

Educational Partner Conclusion and Input Notes

Educational Partners Input Timeline

Action Step	Venue/Method	Date/Time Period
LCAP Annual Review with Community Educational Partners	LCAP Meeting	February 22, 2022
Obtain parent/staff comments/ questions on draft	District Advisory Council (DAC) Meeting	May 12, 2022
Obtain parent/staff comments/ questions on draft	District-level English Language Advisory Council (DELAC) Meeting	May 13, 2022
Conduct Public Hearing	Board Meeting	June 7, 2022
Adopt 2022-23 LCAP and District Budget	Board Meeting	June 21, 2022

Key Terms

AMAO	Annual Measurable Achievement Objective
CAASPP	California Assessment of Student Performance and Progress
CAST	California Science Test
CCSS	Common Core State Standards
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficiency Assessment for California
ELPI	English Language Progress Indicator
FTE	Full-Time Equivalent
IEP	Individualized Education Plan
LCP	Learning Continuity and Attendance Plan
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
SBAC	Smarter Balanced Assessment Consortium
UPC	Unduplicated Pupil Count