Santee School District

Local Control Accountability Plan (LCAP)

2023 Executive Summary

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Executive Summary

President's Message

The Santee School District Board of Education is proud to present our updated Local Control Accountability Plan (LCAP). This important document has been developed through the input and cooperation of teachers, staff, parents and community members. It guides our decisions when we allocate resources to specific priorities and reflects the vision and goals of our community for the success of every student we serve. We are truly grateful to everyone involved in refining this document. Thank you!

- Dianne El-Hajj, President
  Santee School District Board of Education

Vision & Mission Statements

Vision Statement

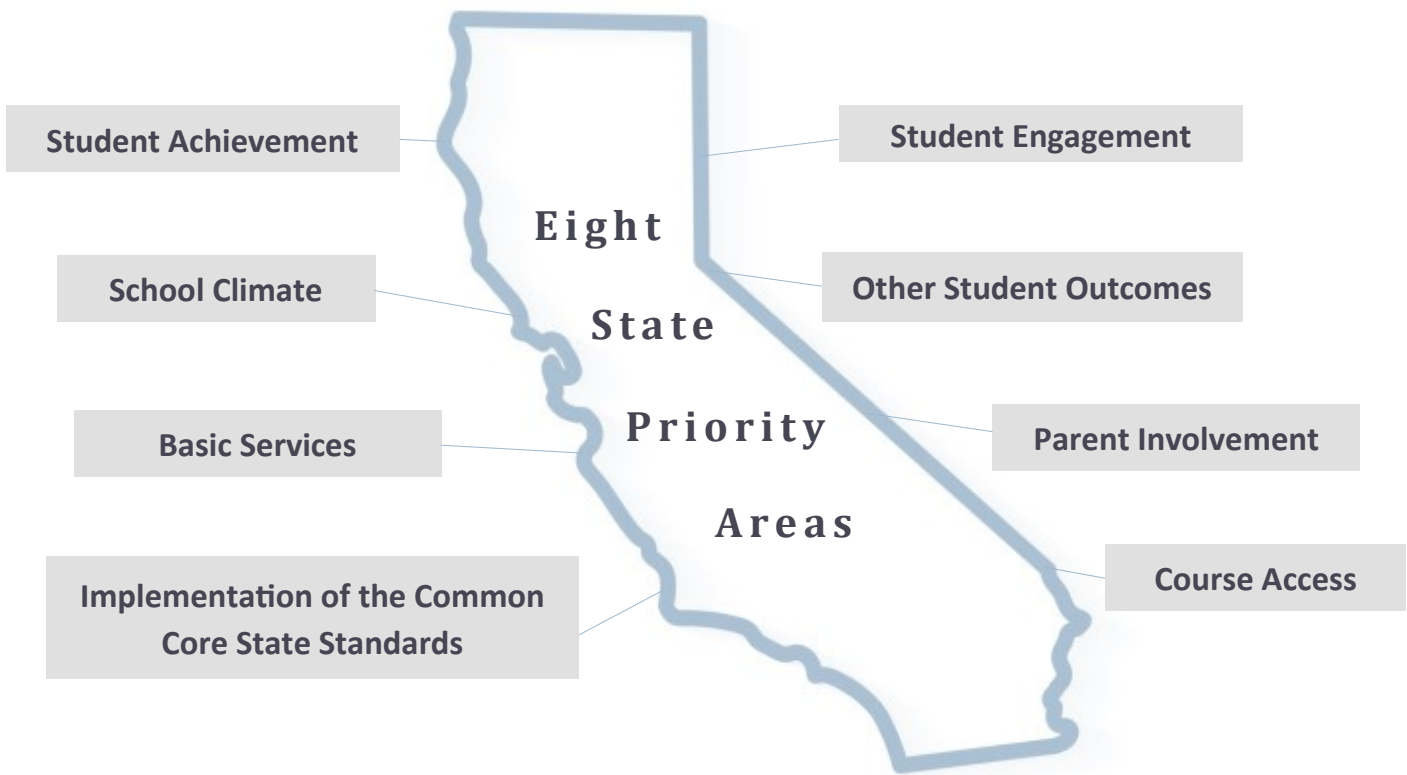*Unlocking the potential of tomorrow by building confident, innovative learners today*

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.

Students will be academically prepared for high school and beyond

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.

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

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

California's Eight State Priority Areas

Student Achievement

Student Engagement

School Climate

Other Student Outcomes

Eight State Priority Areas

Basic Services

Parent Involvement

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 Individualized Education Plans (IEP) 17) Supplies, materials, and equipment needed to protect students and staff from transmission of COVID-19

Increase or Improve Services (Y/N)	Associated Goal(s)	2022-23 Estimated Costs	% Complete for 2022-23 Portion	2022-23 Highlights
N	A	74,300,000	100.00%	All elements of core/base program are being provided throughout the year.

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) One (1) extra hour each day for up to 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) Core Collaborative Work sessions with consultant 6) Cognitive Guided Instruction (CGI) training 7) Next Generation Science Standards (NGSS) curriculum including English Language Development (ELD) for English Learners 8) Four (4) day training for New Teacher Orientation including English Language Development (ELD) for English Learners 9) ELA Training for teachers including English Language Development (ELD) for English Learners and Guided Language Acquisition Development (GLAD) strategies 10) Combination class planning sessions 11) Amplify Curriculum Training - includes ELD component 12) College Preparatory Mathematics (CPM) Curriculum Training 13) History/Social Science Curriculum Training - includes ELD component 14) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies 15) Classified staff will be offered two (2) days of training in first aid, CPR, and AED use 16) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager 17) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff 18) Professional Learning Plan stipends for teachers to engage in professional learning outside their work day
1.3	*Technology Devices*	SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line 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 scalable 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 - Amount of annual set-aside varies each year depending on need and available funds 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

Increase or Improve Services (Y/N)	Associated Goal(s)	2022-23 Estimated Costs	% Complete for 2022-23 Portion	2022-23 Highlights
Y	A	$1,861,000	100.00%	All listed professional development opportunities have been, or will be, offered this year.
Y	A	$37,000	100.00%	All students have been provided an iPad to enhance learning. The District replaces these devices throughout the year when lost or damaged.
Y	A	$1,691,000	100.00%	1) Replacing wireless access points throughout the District. To be completed before the end of the year. 2) Added/Augmented network switches to handle increased network traffic for security camera system 3) Transfer to Fund 40 for technology replacement reserve to be done before the end of the fiscal year 4) Director, Instructional Technology employed all year

Status of LCAP Actions/Services Implementation

	Name	Action
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 6) Typing Agent
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 General Education for all years of the LCAP 2) NEW FOR 2022-23: 1.0 FTE planned for Special Education for 2022-23 and 2023-24 only 3) NEW FOR 2022-23: 1.0 FTE planned to supplement Professional Development through 2025-26
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 Elementary Grades for 2022-23 2) Implementation of Science curriculum
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)
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 4 week Summer Program to promote learning recovery with integration of digital resources for low socio-economic students, Foster Youth, English Learners, and students with disabilities
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 (Special Education) 3) RAZKIDS - (school discretion) 4) Fountas and Pinnell LLI Kits - includes ELD component - (school discretion) 5) LEXIA - includes ELD component (District purchase) 6) iReady English Language Arts and Math - includes ELD component (District purchase) 7) Imagine Learning (District purchase) 8) Rosetta Stone for EL Students (District Purchase) 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

Increase or Improve Services (Y/N)	Associated Goal(s)	2022-23 Estimated Costs	% Complete for 2022-23 Portion	2022-23 Highlights
Y	A	$217,000	100.00%	All listed digital learning software systems are implemented and operating
Y	A	$590,000	100.00%	5.0 FTE Curriculum Resource Teachers provided
Y	A	$8,000	100.00%	Pilot for new elementary science curriculum in process to be completed this year and implementation occurring for middle school science
Y	A	$195,000	100.00%	Schools employed the following supplemental staff: -1 Social Worker at PRIDE Academy -1 Intervention Resource Teacher and 1 Community Liaison at Pepper Drive -2 Instructional Assistants at Cajon Park -2 Instructional Assistants at Chet F. Harritt -1 Instructional Assistant at Rio Seco
Y	A	$225,000	100.00%	5.25 FTE Bilingual Assistants provided
Y	A	$221,000	100.00%	Summer program provided during Summer 2022 and is also planned for 2023
Y	A	$326,000	100.00%	All listed materials and systems provided.

Status of LCAP Actions/Services Implementation

	Name	Action
1.12	*Intervention Specialists*	SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning intervention with at-promise students including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 9.0 FTE for General Education 2) 7.0 FTE additional provided for 2021-22 and 2022-23; 4.5 FTE additional provided for 2023-24 3) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 4) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students
1.13	*Transitional Kindergarten Program*	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: 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-promise 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 for 2021-22 and 2022-23 only - Amount of additional teachers and resulting class sizes will vary each year depending on available Federal COVID funds 2) Install portable classrooms at certain schools, as needed
1.17	*Instructional Assistants*	SUPPLEMENTAL: DISCONTINUED ACTION: 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 and funded for 2021-22 only
1.18	*Alternative School Instructional Supports*	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: 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
1.19	*Before/After School Program*	SUPPLEMENTAL: NEW FOR 2022-23: Operate a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners (see ELOP Plan)

Increase or Improve Services (Y/N)	Associated Goal(s)	2022-23 Estimated Costs	% Complete for 2022-23 Portion	2022-23 Highlights
Y	A	$2,090,000	100.00%	16.0 FTE Language Arts Specialists/ Intervention Resource Teachers provided
Y	A	$0		MOVED TO CORE/BASE PROGRAM
Y	A	$281,000	100.00%	Early Admission to Kindergarten Program provided in 2 classes
Y	A	$161,000	100.00%	Santee Success Program provided
Y	A	$1,189,000	100.00%	Provided 13 additional teachers to lower class sizes
Y	A	$0		ACTION DISCONTINUED
Y	A	$0		MOVED TO CORE/BASE PROGRAM
N	A	$3,462,000	75.00%	Program implemented. Due to staffing challenges, some students remain on a waiting list.

Status of LCAP Actions/Services Implementation

	Name	Action
1.20	*Admin Interns*	SUPPLEMENTAL: NEW FOR 2022-23: Provide Administrative Interns at certain schools with high needs to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication
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) Continue use of 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 two Panorama student surveys each year to determine the level of safety and connectedness 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) 8.0 FTE to service schools and 1.0 FTE dedicated to managing caseload for Homeless students 2) Contract with vendor to provide 2.0 FTE therapists for more intensive supports 3) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 4) Track progress for students who are chronically absent and provide support 5) 0.50 FTE of Director Community Collaborative and 0.25 FTE of Director, Pupil Services for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic 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 Engagement*	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) Provide 1.0 FTE Director, Communication and Community Engagement to improve parent engagement 3) Continue use of District APP to improve parent communication and engagement 4) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families
		District-Total

Increase or Improve Services (Y/N)	Associated Goal(s)	2022-23 Estimated Costs	% Complete for 2022-23 Portion	2022-23 Highlights
Y	A	$183,000	100.00%	2 Admin Interns employed to service Cajon Park, Carlton Oaks, Rio Seco, and Sycamore Canyon
Y	B	$54,000	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. Additional funds provided to schools for enhancing middle school electives from Arts & Music block grant. 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 School Plan for Student Achievement (SPSA).
Y	B	$1,251,000	100.00%	9.0 FTE Counselors/Social Workers provided and 2.0 FTE Therapists provided
Y	B	$101,000	100.00%	All listed actions implemented. Continuing to experience significant decline in attendance rate from pre-pandemic level.
Y	C	$236,000	100.00%	All actions implemented.
		$88,679,000		

Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2019-20	**2020-21**	**2021-22**	**Change between 2020-21 & 2021-22**	**2019-20**	**2020-21**	**2021-22**	**Change between 2020-21 & 2021-22**
Total Enrollment	6,792	6,482	6309	-173	6,163,001	6,002,523	5,214,183	-788,340
Percent of Students Socio-economically Disadvantaged	38.20%	34.70%	35.30%	0.60%	60.70%	60.50%	59.80%	-0.70%
Percent of English Learners	8.70%	8.30%	9.10%	0.80%	18.60%	18.20%	19.70%	1.50%
Percent of Students with Disabilities	14.60%	16.00%	17.40%	1.40%	11.70%	12.60%	12.80%	0.20%

Conditions of Learning

1. Basic Services	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	Comments
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2021-22 Target
Highly Qualified Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2021-22 Target
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2021-22 Target
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2021-22 Target
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2021-22 Target
Maintain 100% of students with access to standards aligned textbooks	100.0%	100.0%	100.0%	0.0%	Met 2021-22 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2021-22 Target
Local Facility Inspection Rating	3.13	3.15	3.15	0.00	Maintained on a scale from 1 to 4 (4 being highest).

2. Implementation of State Standards	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	Comments
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	78.00%	72.00%	75.90%	3.90%	Increased from 2020-21 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	73.00%	61.20%	71.80%	10.60%	Increased from 2020-21 percent of students meeting or exceeding standard
iReady Reading End-of-Year Diagnostic: Percent of Students At or Above Grade Level	N/A	58.00%	59.00%	1.00%	Increased from 2020-21 percent of students At or Above Grade Level
iReady Mathematics End-of-Year Diagnostic: Percent of Students At or Above Grade Level	N/A	51.00%	53.00%	2.00%	Increased from 2020-21 percent of students At or Above Grade Level
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	Met	Met	Met	Met	Observation data collected in 2021-22 included standards based evidence

7. Course Access	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	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	42	0	27	N/A	Target suspended in 2020-21 due to COVID19 classroom restrictions. NEW BASELINE

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 2020-21 and 2021-22]
- 3.90 percentage point increase in students near or above standard as measured by the CAASPP ELA interim assessments
- 10.60 percentage point increase in students near or above standard as measured by the CAASPP Mathematics interim assessments
- 1.00 percentage point increase of students performing at or above grade level on the iReady Reading End-of-Year Diagnostic
- 2.00 percentage point increase of students performing at or above grade level on the iReady Mathematics End-of-Year Diagnostic

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	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	Comments
California Assessment of Student Performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard	N/A	54.74%	55.25%	0.51%	California Department of Education reinstated CAASPP testing requirements in 2021-22. Slight increase from 2020-21 using CAASPP Modified Form in both years.
California Assessment of Student Performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	N/A	45.91%	46.46%	0.55%	California Department of Education reinstated CAASPP testing requirements in 2021-22. Slight increase from 2020-21 using CAASPP Modified Form in both years.
California Assessment of Student Performance and Progress (CAASPP): Science	N/A	32.16%	38.37%	6.21%	California Department of Education reinstated CAASPP testing requirements in 2021-22. Increase from 2020-21 using CAASPP Modified Form in both years.
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3	N/A	16.67%	22.22%	5.55%	California Department of Education reinstated CAASPP testing requirements in 2021-22. Increase from 2020-21 using CAASPP Modified Form in both years.
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3	N/A	4.35%	13.89%	9.54%	California Department of Education reinstated CAASPP testing requirements in 2021-22. Increase from 2020-21 using CAASPP Modified Form in both years.
English Language Proficiency Assessment for California (ELPAC): Percent of students score at Level 3 and 4	63.91%	65.69%	64.74%	-0.95%	Decrease in percent of students scoring a 3 or 4 on the ELPAC.
English Learner Progress Indicator (ELPI) California School Dashboard	N/A	N/A	Medium	Baseline	California Department of Education reinstated the ELPI in 2022 for status only. 2023 will measure both status and growth.
English Learner Reclassification Rate	11.10%	8.20%	14.60%	6.4%	English Learner reclassification rate increased from 2021-22.
8. Other Pupil Outcomes	**2019-20**	**2020-21**	**2021-22**	**Change between 2020-21 & 2021-22**	**Comments**
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards	56.62%	N/A	94.70%	N/A	California Department of Education reports participation rate only. New baseline for 2022

Data Analysis

Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes	17

Pupil Achievement [Change between 2020-21 and 2021-22]

- 0.51 percentage point increase of students in grades 3-8 met or exceeded standard on the CAASPP English Language Arts assessment administrations
- 0.55 percentage point increase of students in grades 3-8 met or exceeded standard on the CAASPP Mathematics assessment
- 0.95 percentage point decrease of students scoring at level 3 or 4 on the summative English Learner Performance Assessment for California (ELPAC)
- Medium status for English Learner Performance Index (ELPI) on the 2022 CA Dashboard. The 2023 CA Dashboard will include both status and growth and assigned a performance level.
- 6.40 percentage point Increase in the District's English Language Reclassification rate

Other Pupil Outcomes [Change between 2020-21 and 2021-22]

- 94.70 percent of 5th and 8th graders participated in Physical Fitness Test (PFT). The California Department of Education has discontinued reporting performance levels for students until further notice. Only participation rates will be reported.

Educational Partner Conclusion and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Engagement

3. Parent Involvement	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	Comments
Number of Volunteer Hours	27,641	N/A	N/A	N/A	Target suspended due to COVID19 classroom restrictions
Number of Parent Committee Members	260	253	247	-6	Number of parent committee members decreased slightly

5. Pupil Engagement	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	Comments
Attendance Rate	96.00%	94.23%	90.34%	-3.89%	Decrease from 2020-2021
Chronic Absenteeism Rate	2.18%	12.60%	26.6%	14.00%	Increase in chronic absenteeism rate
Middle School Dropout Rate	0%	0%	0%	0%	Maintained 0% in middle school dropout rate

6. School Climate	2019-20	2020-21	2021-22	Change between 2020-21 & 2021-22	Comments
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	16.20 : 1,000	0.00 : 1,000	1.74 : 1,000	N/A	New baseline due to COVID 19 restrictions
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	0.44 : 1,000	0.00 : 1,000	0.31 : 1,000	N/A	New baseline due to COVID 19 restrictions
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	2.40%	0.40%	2.60%	2.20%	Increased suspension rate
4th - 5th Graders Feeling Safe at School (Panorama Survey - Safety)	66.00%	85.00%	72.00%	-13.00%	Decrease in percent of students reporting favorably on Feeling Safe at School from 2020-21
4th - 5th Graders Responding Favorable for School Connectedness (Panorama Survey - Sense of Belonging)	79.00%	79.00%	74.00%	-5.00%	Decrease in percent of students reporting favorably on Sense of Belonging from 2020-21
6th – 8th Graders Feeling Safe at School (Panorama Survey - Safety)	57.00%	73.00%	58.00%	-15.00%	Decrease in percent of students reporting favorably on Feeling Safe at School from 2020-21
6th – 8th Graders Responding Favorable for School Connectedness (Panorama Survey - Sense of Belonging)	67.00%	65.00%	61.00%	-4.00%	Decrease in percent of students reporting favorably on Sense of Belonging from 2020-21

Data Analysis

Engagement: Parent Involvement, Pupil Engagement, and School Climate

Parent Involvement [Change between 2020-21 and 2021-22]

- Number of volunteer hours metric was suspended due to COVID-19 school facility restrictions
- Approximately 2.37 percent decrease in the number of parents serving on District and site committees

Pupil Engagement [Change between 2020-21 and 2021-22]

- 3.89 percentage point decrease in Attendance Rate
- 14.00 percentage point increase in student Chronic Absenteeism (percentage of students who were absent more than 10% of school days)

School Climate [Change between 2020-21 and 2021-22]

- New baseline due to COVID classroom restrictions in 2020-21. Approximately 1.70 SART contracts per one thousand students.
- New baseline due to COVID classroom restrictions in 2020-21. Approximately 0.30 SARB referrals per one thousand students.
- 2.20 percentage point increase in suspension rate
- 13.00 percentage point decrease of 4th and 5th grade students self-reporting favorably on Feeling Safe at School
- 5.00 percentage point decrease of 4th and 5th grade students self-reporting favorably on Sense of Belonging/School Connectedness
- 15.00 percentage point decrease of 6th - 8th grade students self-reporting favorably on Feeling Safe at School
- 4.00 percentage point decrease of 6th - 8th grade students self-reporting favorably on Sense of Belonging/School Connectedness

Educational Partner Conclusion and Input Notes

Educational Partners Input Timeline

Santee School District 2023 LCAP Annual Review EDUCATIONAL PARTNER INPUT

Action Step	Venue/Method	Date/Time Period
LCAP Annual Review with Community Educational Partners	LCAP Meeting	February 28, 2023
Obtain parent/staff comments/questions on draft	District Advisory Council (DAC) Meeting	May 11, 2023
Obtain parent/staff comments/questions on draft	District-level English Language Advisory Council (DELAC) Meeting	May 12, 2023
Conduct Public Hearing	Board Meeting	June 6, 2023
Adopt 2023-24 LCAP and District Budget	Board Meeting	June 20, 2023

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