LCFF Budget Overview for Parents

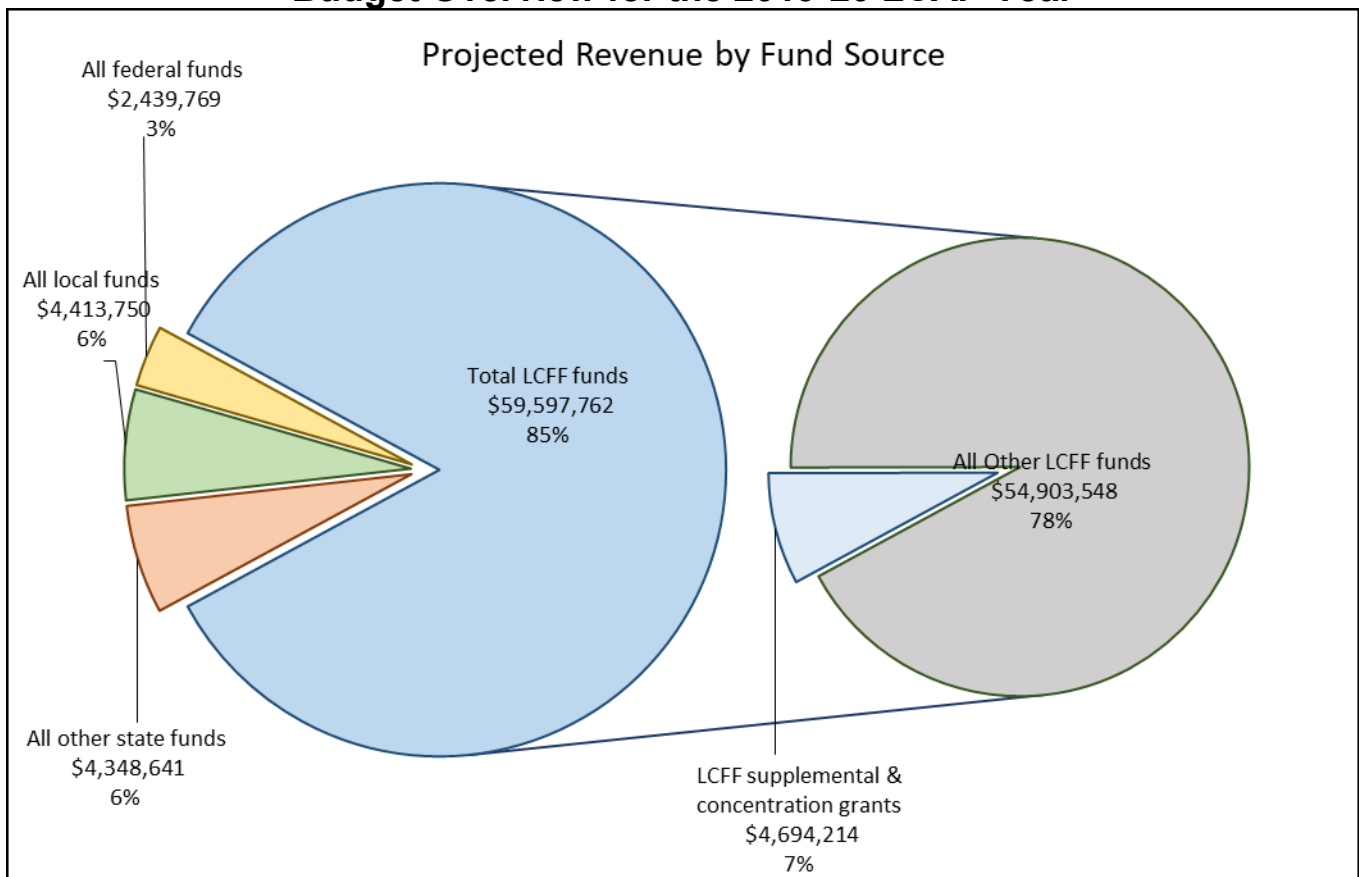Local Educational Agency (LEA) Name: Santee School District

CDS Code: 37683610000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Stephanie Pierce, Assistant Superintendent Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds
$2,439,769
3%

All local funds
$4,413,750
6%

All other state funds
$4,348,641
6%

Total LCFF funds
$59,597,762
85%

All Other LCFF funds
$54,903,548
78%

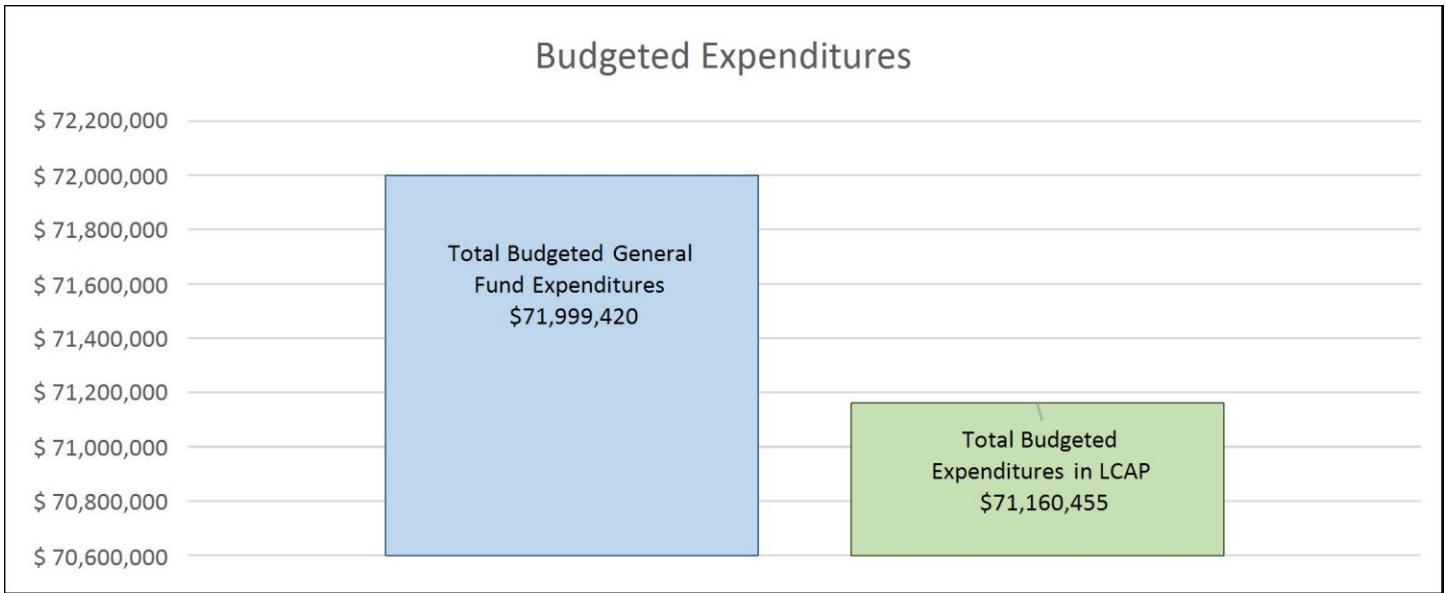LCFF supplemental & concentration grants
$4,694,214
7%

This chart shows the total general purpose revenue Santee School District expects to receive in the coming year from all sources.

The total revenue projected for Santee School District is $70,799,922, of which $59,597,762 is Local Control Funding Formula (LCFF), $4,348,641 is other state funds, $4,413,750 is local funds, and $2,439,769 is federal funds. Of the $59,597,762 in LCFF Funds, $4,694,214 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$71,999,420

Total Budgeted Expenditures in LCAP
$71,160,455

This chart provides a quick summary of how much Santee School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Santee School District plans to spend $71,999,420 for the 2019-20 school year. Of that amount, $71,160,455 is tied to actions/services in the LCAP and $838,965 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
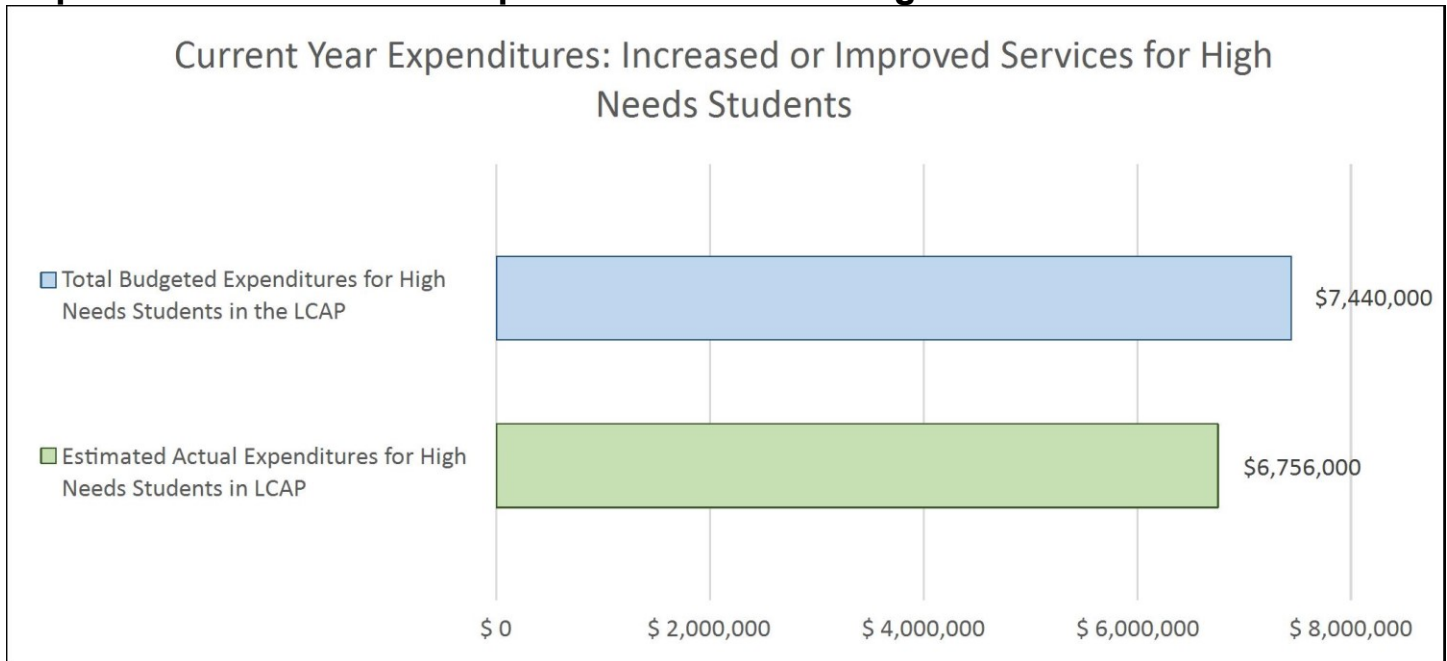
Resource	Amount	Program
3010	$148,056	Title I - Low Socio-Economic Students
4035	$4,898	Title II - Professional Development
4201	$15,440	Title III - Immigrant Education
4203	$22,556	Title III - Limited English Proficient Students
5630	$53,066	MediCAL Reimbursement
5810	$73,886	Department of Defense Grant
6300	$168,304	Prop 20 Lottery for Instructional Materials
6690	$34,716	Tobacco Use Prevention Education (TUPE)
9065	$318,043	After School Education and Safety Program (ASES)

<u>Increased or Improved Services for High Needs Students in 2019-20</u>

In 2019-20, Santee School District is projecting it will receive $4,694,214 based on the enrollment of foster youth, English learner, and low-income students. Santee School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Santee School District plans to spend $6,711,000 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$7,440,000
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$6,756,000

$ 0 — $ 2,000,000 — $ 4,000,000 — $ 6,000,000 — $ 8,000,000

This chart compares what Santee School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santee School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Santee School District's LCAP budgeted $7,440,000 for planned actions to increase or improve services for high needs students. Santee School District estimates that it will actually spend $6,756,000 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-684,000 had the following impact on Santee School District's ability to increase or improve services for high needs students:
Although costs were lower than estimated for the actions and services for high needs students, all planned actions and services were provided at sufficient levels to make the expected impact.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Santee School District	Dr. Stephanie Pierce Assistant Superintendent Educational Services	stephanie.pierce@santeesd.net 619-258-2351

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

The Santee School District serves approximately 7,000 Pre-K through 8th grade students in nine schools with 346 FTE dedicated educators and 272 FTE support staff. Approximately 15% of the student population is in Special Education, 9% are English Language Learners, 41% are socio-economically disadvantaged, 0.3% are Foster Youth, and 5% are designated as Homeless. The attendance rate of students is over 95%. The District strives to unlock the potential of tomorrow by building confident, innovative learners today. We continue to realize this vision through a personalized learning environment. We have technology in all classrooms with 1:1 iPad devices for all students supporting them in acquiring 21st Century Learning skills. The District has before and after-school child care, three preschool programs, a parent education program, Early Admission to Kindergarten, Spanish and Algebra for 8th graders, and a wide variety of after-school programs. The Santee School District is committed to a continuous improvement process throughout the organization including promoting a strong student-centered learning environment by securing active partnerships with local organizations to promote high student achievement.

LCAP Highlights
Identify and briefly summarize the key features of this year's LCAP.

The 2019-20 LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve the LCAP goals. These include:
- In 2018-19, counseling services were increased to a total of 7 full-time Counselors/Social Workers to address the social, emotional, and physical well-being of students to ensure a safe and supportive learning environment. Stakeholders continue to highlight the need for mental health services and social-emotional learning. The District plans to continue reviewing service needs each year of the LCAP. (Goal 2, Action 2) Additionally, the district

is piloting Social Emotional Learning Curriculum for adoption in 2019-20 with implementation in 2020-2021 TK - 8th grade (Goal 1, Action 11).

- In 2015-16, the District implemented a 4 week summer bridge program in which unduplicated count students receive additional instructional support in all academic areas to reach their unique potential. This program is planned to continue over the next year of the LCAP. Normally, we tend to observe a temporary decline in reading and math skills over the summer. The summer bridge program provides these students an opportunity to maintain their reading and math skills. (Goal 1, Action 10)
- In 2016-17, the District piloted and selected new curriculum for English Language Arts and English Language Development. In 2017-18, this new curriculum was fully implemented. In 2018-19, the District will pilot new History/Social Science curriculum for implementation in 2019-20. (Goal 1, Actions 1 and 11). In 2019-20, the Curriculum Leadership Team will be investigating new Science curriculum for piloting in 2020-21.
- Dedicated site professional learning time and district-wide professional development activities are included in the Annual Professional Development Plan for the next year of the LCAP. (Goal 1, Actions 1 and 2)
- The 2017-18 LCAP continues a focus on integrating technology and personalized learning experiences in the classroom (Goal 1, Actions 3, 4, 5, and 6). In 2019-2020 school year, all students will receive a new iPad as part of our replenishment plan.
- To support English Learners to reach their unique potential, the District plans to continue to fund Bilingual Assistants and Language Arts Specialist/Intervention Resource Teachers in the next year of the LCAP (Goal 1, Actions 9 and 12)
- In 2018-19, stakeholders identified chronic absenteeism and a lower attendance rate as areas for improvement. The District added an action for 2018-19 to focus on these areas. This action incorporates the Director Pupil Services overseeing endeavors for attendance improvement (Goal 2, Action 3).
- The District has a strong commitment to provide early childhood education programs. For 2018-19, Transitional Kindergarten and Early Admission to Kindergarten were added to Goal 1 (Actions 13 and 14). Additionally the district is developing a full inclusion preschool class in 2019-20 to serve students with disabilities.
- The District has a commitment to 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). (Goal 1, Action 15).

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

A review of performance indicators shows several areas where the District experienced significant gains. These include:

English Language Arts - California School Dashboard

- Students with Disabilities student group increased 6.3 points with a status change from Very Low to Medium
- Filipino student group increased 11.6 points with a status change from High to Very High
- Two ore More Races student group increased 5.8 points with a status change from Medium to High
- Asian and White student groups maintained High status level

Mathematics - California School Dashboard
- Two ore More Races and Filipino student groups increased status from Medium to High
- Asian student group maintained High status level
- Socioeconomically Disadvantaged student group increased status from Very Low to Low

English Learner Performance Index (ELPI) - California School Dashboard

- The ELPI is suspended for one year due to the transition of the state's English Language proficiency assessment. The ELPI will resume in 2019-20.

Chronic Absenteeism Rate - California School Dashboard
- Asian student group declined 1.4% and assigned Very Low status level
- Foster Youth student group declined 5.3% and assigned Green performance level

Suspension Rate - California School Dashboard

- Foster Youth student group declined 6.4% in suspension rate

Santee Local Indicators
- 17.99 percentage point increase in students meeting benchmarks on the District reading assessment
- Maintained the number of parents serving on District and site committees

With our 1:1 initiative (Goal 1, Actions 3, 4, 5 ,and 6) we have been able to continue a supplemental math and reading program to support all students through individualized learning for each child.

Dreambox Math (Goal 1, Action 5) is a Common Core aligned tutorial software that supports growth for all learners, regardless of math instructional level, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that individualize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References:

ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from http://www.atp.nist.gov/focus/als.htm

Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from

http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math

Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from

http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency

The District's language arts assessment scores experienced growth with some subgroups with overall scores in the yellow area of the California Dashboard. We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers (Goal 1, Action 12), provide the necessary supports for our students to show academic progress. Achieve3000® (Goal 1, Action 5) provides students in grades 3 - 8 with differentiated instruction for nonfiction reading and writing tailored to each student's Lexile® reading level (Achieve3000,2016). Achieve3000 systems are designed to meet the needs of classrooms with a diverse mix of student reading abilities; every student reads the same grade-appropriate content at their individual reading level, empowering students to participate in whole-class instruction and discussion. Achieve 3000's adaptive content system integrates ongoing assessment, engaging nonfiction content, and linguistic supports for struggling readers and English Learners. The system accelerates learning gains and empowers all students to build critical college and career literacy skills (Achieve3000, 2016). Achieve 3000's 2014-2015 National Lexile Study, with a sample size of nearly 880,000 students in grades 2 - 12, indicated that students who complete at least two reading activities per week, on average, achieved two times the Lexile growth expected through typical instruction (Achieve3000, 2015). (Provided at all schools, benefits all students although principally directed to unduplicated count students). We are in our first year of implementation with a new language arts adoption for Kindergarten through 8th grade. It will be important to monitor the effectiveness and growth of students over time given the complexity of implementation of a new program.

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District the data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning (Provided at all schools, benefits all students although it is principally directed to unduplicated count students). Schoolnet provides:
- A district-wide assessment platform
- Dynamic tools to identify struggling students and personalize learning
- Reporting and analysis tools
- Robust instructional planning tools (digital lesson planner)
- Formative classroom assessment scheduling and results shared with PowerTeacher Gradebook
- Detailed student assessment results and summaries shared with the PowerSchool Parent Portal

References:

Boudett, K., City, E., & Murnane, R. (2005). Data Wise. Cambridge, Massachusetts: Harvard Education Press.

Pearson. (2012). Austin Independent School District – A Success Story [White paper]. Retrieved from http://www.pearsonschoolsystems.com/pdf/casestudies/pearson-austin-

2012.pdf

California School Dashboard
2018 Santee School District

State Indicators	All Students	English Learners	Low Income	Students with Disabilities	Foster Youth
Chronic Absenteeism	Orange	Orange	Orange	Orange	Green
Suspension Rate	Yellow	Green	Yellow	Orange	Yellow
English Learner Progress	N/A	N/A	N/A	N/A	N/A
English Language Arts	Yellow	Orange	Yellow	Yellow	N/A
Mathematics	Yellow	Orange	Yellow	Orange	N/A

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Overall, for ALL students the District had no areas in Red. The District has identified the following areas as needing improvement and was aware of these needs prior to release of the Dashboard:

Significant Need for Improvement: Chronic Absenteeism (See chart)

- African American, Students with Disabilities, English Learners, Filipino, Homeless, Socioeconomically Disadvantaged, and Two or More Races student groups fell within the orange performance level

To decrease the number of students with Chronic Absenteeism, the district has a Director of Pupil Services coordinating and directing the work at school sites in collaboration with site administrators and teachers to address chronic absenteeism. Our goal is to increase the intervention programs through SART contracts, attendance incentives, along with social and emotional supports for students.

Significant Need for Improvement: Suspension Rate (See chart)

- The African American and Homeless student group fell within the red performance level
- Asian, Hispanic, and Students with Disabilities student group fell within the orange performance level

In order to decrease the suspension rate, we have added additional counselors within the district to design intervention and support services for these specific student groups (Goal 2, Action 2). Our schools are also participating in professional development and implementation on programs such as Positive Behavioral Intervention Supports (PBIS), Restorative Practices, Sanford Harmony, and Trauma Informed Care (Goal 1, Action 2). We are also piloting and adopting social and emotional learning curriculum for TK-8th grade.

Significant Need for Improvement: English Language Arts

- African American, English Learners, and Homeless student groups fell within the orange performance level

Santee School District will provide ongoing professional development around the new English Language Arts adoptions (Wonders K-5, Amplify 6-8). 2017-18 is the first year of implementation of a comprehensive curriculum for English Language Arts and English Learner Development (ELA/ELD) program. It will take several years of learning and adjustments for teachers to have a more comprehensive understanding of the program components that best serve individual children's needs. Site and District administrators will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model with a goal to positively impact student achievement. Administrators will have ongoing professional development on the ELA/ELD program to better serve the teachers through coaching. We are also offering reading assessment training and guided reading training for all of our TK-3 grade teachers over the next two years as part of or professional learning plan (Goal 1, Action 2).

Significant Need for Improvement: Mathematics

- African American, English Learners, Hispanic, Homeless and Students with Disabilities student group fell within the orange performance level.

Santee School District will continue providing ongoing professional development around conceptual mathematics. Curriculum Resource Teachers continue to support school sites through modeled lessons, planning sessions, and side by side coaching. The district will also engage K-5th grade teachers in professional learning around Cognitive Guided Instruction (CGI) over the summer of 2018, which is a proven instructional process highlighted in the state frameworks. We will continue to offer CGI training over the next 3 year as part of our professional learning plan (Goal 1, Action 2).

The stakeholder engagement process resulted in five themes emerging as "High Value": These themes, and LCAP Actions and Services pertaining to them, are as follows:

* Attendance Improvement: An action has been added to focus efforts and resources on improving attendance and addressing chronic absenteeism (Goal 2, Action 3)

 * English Language Learner Support: The District will continue to provide Language Arts Specialists/Intervention Resource Teachers at each school and Bilingual Assistants working under their direction. The District will also continue to provide software and curriculum for English Language Development.

* Professional Development: Each year the District develops a comprehensive Professional Development Plan that includes training for new teachers, curriculum adoption cycles, Special Education teachers and Instructional Assistants, evidence based instructional practices for all teachers, social-emotional learning, and various other identified needs.

 * Social-Emotional Learning Support: The District plans to add an additional Counselor in 2018-19 bringing the total to 7.0 FTE (Goal 2, Action 2). Two Coordinator positions are being shifted to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning. The purchase of Social Emotional Learning curriculum for all schools has been included in Goal 1, Action 11.

 * Strengthening Student Connectedness: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. Student connectedness is also a part of our overall Student Support Systems which includes social-emotional learning. The District will continue to refine and improve these systems. (Goal 1: Action 1 and Action 11; Goal 2, Action 2)

California School Dashboard
2018 Santee School District - Greatest Needs

State Indicators	Student Group and Performance Level	
	ORANGE	RED
Chronic Absenteeism	African American, Students with Disabilities, English Learners, Filipino, Homeless, Socioeconomically Disadvantaged, and Two or More Races	None
Suspension Rate	Asian, Hispanic, and Students with Disabilities	African American and Homeless
English Language Arts	African American, English Learners, and Homeless	None
Mathematics	African American, English Learners, Hispanic, Homeless, and Students with Disabilities	None

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?
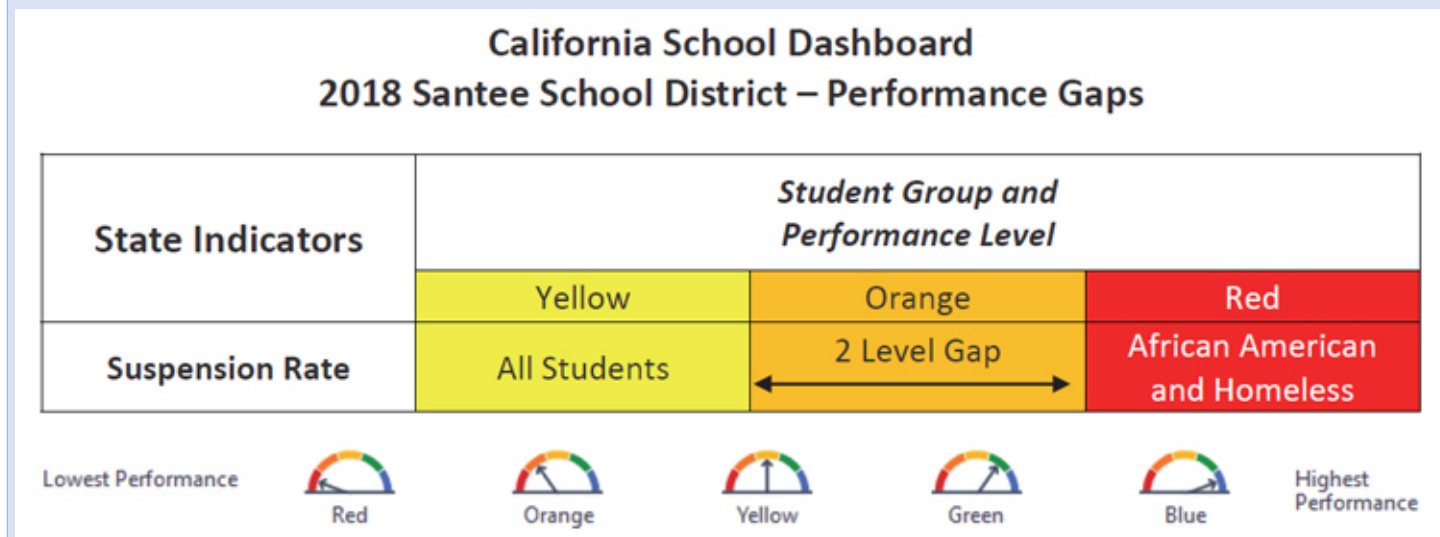
Performance Gaps

The District has identified the following student groups as falling 2 or more levels below "All Students" in Suspension Rate.

- African American and Homeless student groups

We have added additional counselors within the district to design intervention and support services for this student group (Goal 2, Action 2). Our schools are also participating in professional development and implementation on programs such as Restorative Practices, Sanford Harmony, and Trauma Informed Care (Goal 1, Action 2). In addition, each school site has formed a School Climate Committee to build a cohesive and consistent support for all students and design a system for Positive Behavioral Intervention Supports (PBIS). We are also piloting and adopting Social Emotional Curriculum in 2019-20 school year (Goal 1, Action 1) and (Goal 1, Action 2).

For 2018-19, two Coordinator positions were shifted to the Director level in order to incorporate added responsibilities for monitoring and improving services for homeless and Foster Youth students.

California School Dashboard
2018 Santee School District – Performance Gaps

State Indicators	Student Group and Performance Level		
	Yellow	Orange	Red
Suspension Rate	All Students	2 Level Gap	African American and Homeless

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Our LEA does not have any schools identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Our LEA does not have any schools identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Our LEA does not have any schools identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve student learning and demonstrate annual growth in Common Core State Standards in all academic content areas through high quality instruction and relevant, personalized learning with technology integration for acquisition of 21st Century Learning skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP English Language Arts **18-19** 60% meet or Exceed Standard as measured by CAASPP SBAC English Language Arts **Baseline** 58% Met or Exceeded Standard	56.55% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment
Metric/Indicator CAASPP Mathematics **18-19** 57% Meet or Exceed Standard as measured by CAASPP SBAC Math **Baseline** 50% Met or Exceeded Standard	49.10% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment
Metric/Indicator	56% achieving Level 2 or Level 3 as measured by the CAASPP CAA English Language Arts assessment

	Expected	Actual

Expected	Actual
California Alternative Assessment (CAA) English Language Arts **18-19** 38% achieving Level 2 or Level 3 as measured by CAASPP CAA English Language Arts **Baseline** 28% achieving Level 2 or Level 3	
Metric/Indicator California Alternative Assessment (CAA) Mathematics **18-19** 30% achieving Level 2 or Level 3 as measured by CAASPP CAA Math **Baseline** 18% achieving Level 2 or Level 3	28% achieving Level 2 or Level 3 as measured by the CAASPP CAA Mathematics assessment
Metric/Indicator Implementation of State Standards as measured by classroom observation tool **18-19** Maintain as measured by Classroom Observation CCSS Implementation Data Tool with Google analytical output **Baseline** Classroom observation data demonstrated evidence of implementation of state standards	Classroom Observation CCSS Implementation Data Tool with Google analytical output: 100% Maintained
Metric/Indicator Programs and services specific for English Learners to access California State Standards that support academic content knowledge and English Language Proficiency as measured by master schedule **18-19** Maintain as measured by Master Schedule with additional English Learner support **Baseline** Master Schedule: Courses offered with additional support for all English Learners	Master Schedule with designated English Learner support courses: 100% Maintained
Metric/Indicator English Learner AMAO 1 (annual growth) as measured by CELDT English Learner AMAO 2 as measured by CELDT **18-19**	Local reading assessment temporary replaces state English language assessment during transition to the English Language Performance Assessment for California (ELPAC) and the new California School Dashboard English Learner Performance Indicator (ELPI). The ELPI will be reported in the fall of 2019.

Expected	Actual
45.0% of English Learners improving performance level or maintaining standard met as measured by local reading assessments. Local reading assessment temporary replaces state English language assessment during transition to ELPAC (English Language Performance Assessment for California). AMAOs no longer calculated by CDE. **Baseline** AMAO 1 = 58.6% AMAO 2 = 43.3%	38.4% of English Learners improving performance level or maintaining standard met as measured by local reading assessments. No reporting for AMAO 1 and AMAO 2 for year 2017-18 as the California English Language Development Test (CELDT) was sunset and replaced by ELPAC.
Metric/Indicator English Learner Reclassification Rate **18-19** 21.5% of English Learners reclassified as Fluent-English Proficient (RFEP) as measured by the Santee School District's reclassification criteria **Baseline** 20.6% of English Learners reclassified as Fluent-English Proficient (RFEP)	8.8% of English Learners reclassified as Fluent-English Proficient (RFEP)
Metric/Indicator Credentialed Teacher Rate **18-19** 100% of teachers credentialed as measured by Credentialed Teacher Rate **Baseline** 100.0% of teachers credentialed	Credentialed Teacher Rate: 100.0% maintained
Metric/Indicator Appropriately Credentialed and Assigned Teacher Rate **18-19** 100.0% Appropriately Credentialed and Assigned Teacher Rate **Baseline** 100.0% appropriately credentialed and assigned	Appropriately Credentialed and Assigned Teacher Rate: 100.0% maintained
Metric/Indicator Credentialed Teacher Teaching Outside of Subject Area Rate **18-19** 0% of teachers assigned outside of subject area rate	0% of teachers assigned outside of subject area maintained

Expected	Actual
Baseline 0% of teachers assigned outside of subject area	
Metric/Indicator Teacher of English Learners Mis-assignment Rate **18-19** 0% of teachers without English Language Development authorization **Baseline** 0% of teachers without English Language Development authorization	0% of teachers without English Language Development authorization maintained
Metric/Indicator Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials **18-19** Maintain 100% of students with access to CCSS aligned material as measured by Annual Resolution of Sufficiency of Instructional Materials **Baseline** Maintained 100% of students with access to standards aligned textbooks	Percent of students with access to CCSS aligned material (Annual Resolution of Sufficiency of Instructional Materials): 100% maintained
Metric/Indicator Maintain pupil enrollment in a broad course of study for unduplicated count students and students with exceptional needs as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i), as applicable **18-19** Maintain pupil enrollment in a broad course of study as measured by the master schedule with designated English Learner support courses **Baseline** Maintain pupil enrollment in a broad course of study	Pupil enrollment in a broad course of study: 100% Maintained
Metric/Indicator State School Facility Inspection Tool (FIT) **18-19** Maintain 100% as measured by the State School Facility Inspection Tool (FIT) **Baseline** 100%	State School Facility Inspection Tool (FIT): 100% maintained

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
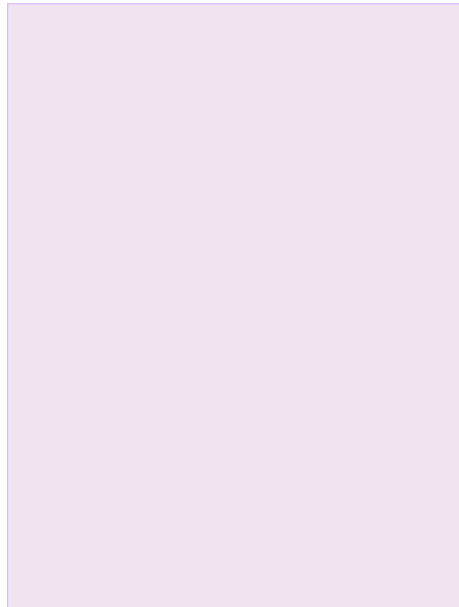
Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	The core/base program was provided with all 16 enumerated elements with the following changes in service levels: * Added 1.0 FTE Gen Ed classroom teacher for growth * Added 3.0 FTE Special Day Class teachers for growth and Special Ed need * Added 2.4 FTE Language, Speech and Hearing teachers for Special Ed need * Added 3.0 FTE Resource Specialist Program teachers for growth and Special Ed need * Added 3.7 FTE Instructional Assistants for Special Ed need * Added 0.50 FTE Occupational Therapist for Special Ed need * Added 1.0 FTE Bus Driver for growth * Added 0.625 FTE Bus Attendant for Special Ed need * Added 1.0 FTE Admin Intern for school administrative support * Salary Schedule increase of 1% retro to July 1, 2017 plus 1% one-time, off schedule payment	Major Object Codes 1000 thru 7999 0000: Unrestricted LCFF Base 64,117,000	Major Object Codes 1000 thru 7999 0000: Unrestricted LCFF Base 66,960,000

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)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students and students with disabilities, including English Language Development for English learners	Implemented Professional Development Plan for all staff. Provided new teacher training. Provided specific teacher training for Math and English Language Arts instruction.	Resource 0000-603 and 0944-603 0000: Unrestricted LCFF Supplemental 920,000	Resource 0000-603 and 0944-603 0000: Unrestricted LCFF Supplemental 901,000
		Resource 3010-603 Multiple Object Codes Title I 106,000	Resource 3010-603 Multiple Object Codes Title I 101,000
		Resource 4035-603 Multiple Object Codes Title II 68,000	Resource 4035-603 Multiple Object Codes Title IV 17,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

| SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments, including unduplicated count students and students with disabilities; and for teachers and classified instructional staff to support student learning. | Provided new students IPADs with keyboards, cases, and standardized apps and software. | Site 091, Objects 4300-991 and 4400-200 4000-4999: Books And Supplies LCFF Supplemental 165,000 | Site 091, Multiple Objects 4000-4999: Books And Supplies LCFF Supplemental 108,000 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: 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	$1.82 million transferred to Fund 40. Projected Ending Balance = $2.4 million after purchase of new IPADs for all teachers and students in the Spring for deployment during summer	Transfer to Fund 40 7000-7439: Other Outgo LCFF Supplemental 1,820,000	Transfer to Fund 40 7000-7439: Other Outgo LCFF Supplemental 1,820,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	After surveying teachers, adjusted the level of Achieve 3000 service, added iReady lexile assessment system, and implemented a comprehensive ELA adoption which includes digital components; continued Dreambox, Safari Montage, and SchoolNET	Resource 0927-602 4000-4999: Books And Supplies LCFF Supplemental 173,000 Resource 6300-602 4000-4999: Books And Supplies Lottery 80,000	Resource 0927, Object 4300040 3000-3999: Employee Benefits LCFF Supplemental 0 Resource 6300, Object 4300040 4000-4999: Books And Supplies Lottery 73,000

count students and students with disabilities. Software to include:
1) Achieve 3000
2) Dreambox
3) Safari Montage
4) SchoolNET

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: Provide 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 unduplicated count students and students with disabilities	Employed 3.0 FTE Curriculum Resource Teachers	Object 1100-035 1000-1999: Certificated Personnel Salaries LCFF Supplemental 479,000	Object 1100-035 1000-1999: Certificated Personnel Salaries LCFF Supplemental 344,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 unduplicated	Convened the Curriculum Leadership Team to plan for piloting of History/Social Science textbook adoption and implementation of Social/Emotional Learning curriculum with total of 232 stipends paid for extra hours and 135 release days.	Resource 0944-603 1000-1999: Certificated Personnel Salaries LCFF Supplemental 36,000	Resource 0944-603 1000-1999: Certificated Personnel Salaries LCFF Supplemental 30,000

count students and students with disabilities

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TARGETED: Provide supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for Foster Youth, Homeless, and low socio-economic students	Schools employed the following supplemental positions: 1) 1.5 FTE Intervention Resource Teachers 2) 0.375 FTE Community Liaison 3) 5.5 FTE Instructional Assistants	Resource 0000-601, Certificated and Classified Salaries Multiple Object Codes LCFF Supplemental 34,000	Resource 0000-601, Certificated and Classified Salaries Multiple Object Codes LCFF Supplemental 35,000
		Resource 3010-601, Certificated and Classified Salaries Multiple Object Codes Title I 206,000	Resource 3010-601, Certificated and Classified Salaries Multiple Object Codes Title I 276,000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas	Employed 12, 3.5 hour Bilingual Assistants; 5.25 FTE total	Resource 0000-066, Object 2100-005 2000-2999: Classified Personnel Salaries LCFF Supplemental 143,000	Resource 0000-066, Object 2100-005 2000-2999: Classified Personnel Salaries LCFF Supplemental 134,000
		Resource 4035, Object 2100-005 2000-2999: Classified Personnel Salaries Title III 43,000	Resource 4203, Object 2100-005 2000-2999: Classified Personnel Salaries Title III 40,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	Provided summer bridge program for 4 weeks (two 2 week sessions) to service 426 students	Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies Multiple Object Codes LCFF Supplemental 64,000	Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies Multiple Object Codes LCFF Supplemental 53,000

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TARGETED: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities a) Read 180 and System 44 for Students with Disabilities b) RAZKIDS c) Fountas and Pinnel LLI Kits d) LEXIA e) Rosetta Stone for English Learners and Immigrant Students f) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs	Schools and Educational Services purchased and provided materials, curriculum, equipment, systems, and software/apps as needed	Resource 0000-602 and 0927-602 4000-4999: Books And Supplies LCFF Supplemental 215,000 Resource 6300-602 4000-4999: Books And Supplies Lottery 75,000 Resource 3010-602 4000-4999: Books And Supplies Title I 75,000	Resource 0000-602 and 0927-602 4000-4999: Books And Supplies LCFF Supplemental 81,000 Resource 6300-602 4000-4999: Books And Supplies Lottery 48,000 Resource 3010-602 3000-3999: Employee Benefits Title I 88,000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students	Employed 9.0 FTE Language Arts Specialist or Intervention Resource Teachers; 1.0 FTE per school site	Resource 0000-583, Objects 1100-098 and 1100-200 1000-1999: Certificated Personnel Salaries LCFF Supplemental 982,000	Resource 0000-583, Objects 1100-098 and 1100-200 1000-1999: Certificated Personnel Salaries LCFF Supplemental 1,034,000

a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students	

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten	Serving 113 TK students at 6 of the 9 district school sites	Resource 0000-501 1000-1999: Certificated Personnel Salaries LCFF Supplemental 573,000	Resource 0000-501 1000-1999: Certificated Personnel Salaries LCFF Supplemental 375,000

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program	Serving 120 EAK students at 5 of the 9 district school sites	Resource 0000-503 1000-1999: Certificated Personnel Salaries LCFF Supplemental 246,000	Resource 0000-503 1000-1999: Certificated Personnel Salaries LCFF Supplemental 182,000

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Serving SSP students for varying lengths of time, as needed	Resource 0911-000 Multiple Object Codes LCFF Supplemental 109,000	Resource 0911-000 Multiple Object Codes LCFF Supplemental 135,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. Teachers found professional development activities to be relevant to their work and the concepts easily implemented into classrooms. We provide feedback surveys at each professional learning opportunity. The District received good feedback through surveys regarding professional development and the service provided by Curriculum Resource Teachers. Classroom observations indicate increased evidence of Common Core implementation. This year we adopted History Social Science curriculum for grades K-8. This next year is the first year of implementation. We believe over time our SBAC ELA will improve with a more developed understanding of the new ELA/ELD program and with on-going coaching around best instructional practices. In addition, the History Social Science will provide more non fiction text and instructional practices for further improving ELA.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District experienced a slight increase in SBAC Math and SBAC English Language Arts scores and attributes this increase to our continued implementation of newly adopted core curriculum in both mathematics and ELA/ELD instructional materials. We believe that with on-going professional development, coaching, and a deeper understanding of the instructional practices and curriculum we will experience even more growth for students.

We have also experienced a slight increase in our local assessments this year and we attribute this improvement in our local assessments to the action services steps within the LCAP and continued implementation of our newly adopted curriculum. It takes time for teachers to more fully understand a new adoption and it is not uncommon for a district to experience an implementation dip as evidenced by several researchers such as Michael Fullan and Andy Hargraves work in the area of school improvement. Our district uses a cycle of inquiry to improve practices based on summative data and informal collection of student learning.

Some of the following action steps have been attributed to growth on our local measures, which include the following:

Approximately 6900 IPADs are available for Grade K - 8 students and we are preparing to replace all student iPads for this next school year 2019-20. We have found technology integration to be an effective practice supporting students in personalized goal setting and pacing at their individual level, more creativity in student work samples, greater access to information and increased quality of student work, greater collaboration among students and teachers on projects, and increased student motivation. The District continued to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System). School sites also purchase supplemental curriculum specific to their needs and site based context. Math core curriculum with digital component (Math Expressions: Houghton Mifflin Harcourt) selected by teachers. Purchase of materials and professional development for implementation completed. Dreambox Learning has been effective in supporting individualized learning experiences in mathematics. ELA/ELD core curriculum with a digital

component (Wonders: K-5 and Amplify 6-8) selected by a teacher pilot committee. Purchase of materials and professional development completed. Achieve 3000 has effectively supported reading growth for all students and each student has increased his/her lexile level in reading. We have also added an independent assessment for measuring Lexile levels for grades 3-8 through iReady. SchoolNet has been an effective tool for teachers to monitor student learning over the school year and determine next steps for improving growth for each individual child in the classroom. Teachers on Special Assignment have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson study, just in time instructional feedback, and grade level PLCs to support improving student learning and outcomes. We have taken numerous steps in our Professional Development plan to increase the opportunity for teachers to learn, synthesize ideas, and put these ideas into practice and these new learning opportunities translate into better student outcomes. Teachers self select their options at our districtwide professional learning days. Each school has designed a time for professional learning into their school calendars and teachers have the opportunity to write their own personalized learning plan (PLP) for a stipend. To receive the stipend the teachers demonstrate how the learning is applied in his/her classroom. We have seen an increase in teacher participation over time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Generally, the District assumes a variance of 10% or more to be a material difference:
Action 3: Budget assumed new IPADs for enrollment growth of 100 students. Actual growth was only 38.
Action 5: Achieve 3000 reading program, with a cost of $180,000, was replaced with Iready Lexile System at substantial cost savings.
Action 6: Budgeted for 4.0 FTE Curriculum Resource Teachers. With staffing changes, this was reduced to 3.0 FTE.
Action 8: Schools employed additional Instructional Assistants and Intervention Resource Teachers
Action 10: Budget assumed 500 students to be served; actual number was 426 with lower staffing need
Action 11: Budget incorporated purchase of Social/Emotional (SEL) curriculum in 2018-19. This purchase will now occur in 2019-20.
Action 13: Budgeted for 7.0 FTE TK teachers; only needed 5.0 FTE for enrollment
Action 14: Budgeted for 6.0 FTE EAK teachers; only needed 5.0 FTE for enrollment
Action 15: 0.75 FTE Instructional Assistant employed for SSP not included in original LCAP budget

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The percentage of students responding "High" on school connectedness as measured by the California Health Kids Survey declined by 18 percentage points. Consequently, stakeholders identified a need for district-wide Social/Emotional curriculum. This has been added to Goal 1, Action 11.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Attendance Rate **18-19** Increase by .02 percentage points from previous year as measured by School Attendance Rate **Baseline** 96.46%	School Attendance Rate: 95.95%, decline of .05%
Metric/Indicator California Healthy Kids Survey (Grade 7) School Connectedness **18-19** 59% of students responding "High" on School Connectedness as measured by California Healthy Kids Survey (Grade 7) **Baseline** 53% of students responding "High" on School Connectedness	44% of students responded "High" on School Connectedness as measured by the California Healthy Kids Survey (Grade 7)
Metric/Indicator	91.49% of students respond feeling safe at school as measured by the Santee School District's Caring School Survey (4th - 8th Grade)

Expected	Actual
Santee School District's Caring School Survey - 4th - 8th Graders Feeling Safe at School **18-19** 93.5% of students respond feeling safe at school as measured by Santee School District's Caring School Survey (4th - 8th Grade) **Baseline** 91.5% of students respond feeling safe at school	
Metric/Indicator Suspension Rate **18-19** 5.50% as measured by the Suspension Rate **Baseline** 5.70%	Suspension Rate: 4.4%
Metric/Indicator Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards) **18-19** 50.50% meeting at least 5 out of 6 HFZ standards as measured by the CA Physical Fitness Test Results **Baseline** 49.30% meeting at least 5 out of 6 HFZ standards	49.21% meeting at least 5 out of 6 of the Healthy Fitness Zone standards as measured by the CA Physical Fitness Test
Metric/Indicator Chronic Absenteeism Rate **18-19** Decrease by .02 percentage points from previous year as measured by Chronic Absenteeism Rate **Baseline** 5.88%	Chronic Absenteeism Rate: 7.60%, an increase of .5 percentage points from previous year
Metric/Indicator	Expulsion Rate: 0.0% maintained

	Expected		Actual

Expected	Actual
Expulsion Rate **18-19** Maintain 0.0% as measured by the Expulsion rate **Baseline** 0.0%	
Metric/Indicator Middle School Dropout Rate **18-19** Maintain 0.0% as measured by the Middle School Dropout Rate **Baseline** 0.0%	Middle School Dropout Rate: 0.0% maintained

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives	Schools provided behavioral improvement programs, school connectedness endeavors, and student well-being initiatives as needed; Purchased "buddy benches" for all schools to encourage student connectedness; Purchased tools for displaying Positive Behavior Intervention Supports (PBIS) elements at school sites	Resource 0000-604 4000-4999: Books And Supplies LCFF Supplemental 5,000	Resource 0000-604 4000-4999: Books And Supplies LCFF Supplemental 9,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

TARGETED: Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students, students with disabilities, and parents toward College and Career Readiness a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities b) Track progress for students who are chronically absent and provide support c) Coordinator Pupil Services to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning d) Coordinator Community Collaborative to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning	1) Employing 7.0 FTE Counselors/Social Workers; 1.0 FTE more than prior year 2) Two Director level positions created and additional oversight and increased tracking, monitoring, and support implemented	Object 1200-055, 1200-056, and 2900-009 Multiple Object Codes LCFF Supplemental 686,000 Resource 5810-950 - Dept of Defense Grant, Object 1200-055 1000-1999: Certificated Personnel Salaries Other 32,000	Object 1200-055 and 1200-056 1000-1999: Certificated Personnel Salaries LCFF Supplemental 654,000 Resource 5810-950 - Dept of Defense Grant, Object 1200-055 1000-1999: Certificated Personnel Salaries Other 32,000 Resource 3010, Object 1200-055 and 1200-056 1000-1999: Certificated Personnel Salaries Title I 16,000 Resource 9010-400 - Santee Primary Success, Object 1200-005 and 1200-056 1000-1999: Certificated Personnel Salaries Other 5,000 Resource 5640-413 - MediCAL Reimbursement, Object 2900-009 2000-2999: Classified Personnel Salaries Other 62,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: a) Shift the Coordinator Pupil Services to Director level with increased responsibilities for	New Director researching and implementing various best practices for improving student attendance and reducing chronic absenteeism; developed and implemented more robust monitoring and tracking system;	Resource 0000-604 and Object 1300-019 Multiple Object Codes LCFF Supplemental 88,000	Resource 0000-604 and Object 1300-019 Multiple Object Codes LCFF Supplemental 83,000

| attendance improvement and reduction of chronic absenteeism
b) attendance incentives
c) regular data analysis to identify issues early
d) increased focus on chronic absentee students to monitor and track progress
e) increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities
f) effective use of Student Attendance Review Team (SART) contracts and Student Attendance Review Board (SARB) referrals | increased the number of SART contracts and SARB referrals; Site Administrators developed and implemented various attendance incentive programs |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented with fidelity and were found to be effective. District and schools provided parent workshops and conducted digital citizenship sessions. Workshops also included academic focuses and social emotional learning for all students including specific workshops for parents with special needs children. Schools were provided funds to participate in professional development for student well-being, and attendance and behavioral incentives. Counseling services were increased from 3.4 FTE to 7.0 FTE over the last 3 years of this LCAP implementation. We increased two administrators scope of work to specifically focus on student well being and supporting the growth of the whole child. We had one counselor dedicated to monitoring our homeless and foster youth students. Counselors and Vice Principals designed an attendance plan with the Director of Pupil Services to decrease Chronic Absenteeism and improve overall attendance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The focus on physical education has helped to improve the health and overall well-being of students in Grades TK - 8. Our teachers record the time participating in PE each week and have engaged in professional development around the PE standards. School sites purchase PE equipment for the program. The district Physical Fitness Test Results showed a slight decrease due to one school

incorrectly reporting the PFT results using the new system for reporting. This error will be fixed this next year for reporting Physical Fitness Test Results.

The increase in counseling services has allowed more students to receive 1:1 sessions, group sessions, and classroom based lessons. Counselors have also been able to focus more on behavioral and attendance issues. They help all students in the areas of academic achievement, personal social development, and career development; ensuring today's students become the productive, well-adjusted adults of tomorrow. They also serve on the site based Multi-Tiered System of Support (MTSS). The district has established a focus area on safe schools to increase the level of student connectedness and a sense of feeling safe at school directly related to this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 1: Schools expended more for behavior, connectedness, and student well-being improvement than expected and District purchased "buddy benches" and tools for displaying Positive Behavior Intervention Supports signs for all schools

Action 2: Costs include 50% of Director for oversight and coordination

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The percentage of students responding "High" on school connectedness as measured by the California Health Kids Survey declined by 18 percentage points. The district will continue to fund counselor support at an increased level of service. The counselors will be able to support the classroom teachers with the implementation of core curriculum specific to Social Emotional Learning (SEL) with model lesson support and lesson study. We have also increased our level of school psychologist to add to the comprehensive team to support individual students both in special education and general education. Although some of these other programs are funded under basic services for our district there is a coordination effort in supporting students with our counseling team.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent/community volunteer hours **18-19** Maintain or increase from previous year as measured by Parent/community volunteer hours **Baseline** 50,580 volunteer hours	Parent/community volunteer hours: 40,057 hours, a decrease from previous year
Metric/Indicator Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs) **18-19** Maintain or increase participation rate as measured by Participation on Parent/community committees at the site and district level **Baseline** 249 participants	Slight decrease in the number of parents participating from 245 to 241
Metric/Indicator Review of meeting minutes for participation in parent input committees **18-19**	Review of meeting minutes from 3 DAC and DELAC meetings indicates participation of parents and parent input.

Expected	Actual
Maintain as measured by review of meeting minutes for 3 DAC and DELAC meetings for participation and parent input **Baseline** Minutes demonstrate parent and community participation	
Metric/Indicator Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs **18-19** Maintain or increase number of events as measured by Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs **Baseline** Number of workshops and events that were advertised by flyer: 32	Slight increase in the number of events from 34 to 41

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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: a) Shift the Coordinator Community Collaborative to Director level with added responsibilities for improving and increasing parent involvement	Schools provided workshops for parents on digital citizenship and literacy as well as science, reading, and mathematics family nights and other community building activities to increase parent engagement	Resource 0000-605, Major Object 2000 for childcare and 4000 for supplies Multiple Object Codes LCFF Supplemental 9,000	Resource 0000-605, Major Object 1000 for subs, 2000 for childcare and 4000 for supplies Multiple Object Codes LCFF Supplemental 2,500
		Resource 3010-605, Major Object 2000 for childcare and 4000 for supplies Multiple Object Codes Title I 8,000	Resource 3010-605, Major Object 1000 for subs, 2000 for childcare and 4000 for supplies Multiple Object Codes Title I 5,000
			Resource 5640-413: MediCAL Reimbursement, Object 2900-009 2000-2999: Classified Personnel Salaries Other 12,500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

District and schools provided parent workshops and conducted digital citizenship sessions. Workshops also included academic focuses and social emotional learning for all students including specific workshops for parents with special needs children. This year we have provided NGSS science nights, Family reading and math nights, and various offerings around the arts. Principals use many electronic methods to inform parents on school and district activities. We use social media to capture the various ways parents can and do participate.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent workshops provide an opportunity for parents to engage in the school community beyond volunteering. We have increased the number of workshops for all students and our parents with special needs children. We have also increased the number of parent workshops at the school sites. The various methods used for communicating with parents allows us to reach a wider audience, especially working parents. We have experienced less actual decrease in parent volunteers at the schools due to more parents returning to work full time. After reviewing 3 District Advisory Committee minutes and District English Learner Advisory Committee minutes, our district noted an increase of parent participation and input. Some schools are hiring community liaison to provide more innovative ways for parents to engage parents both for volunteering and participation in decision making.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Generally, the District assumes a variance of 10% or more to be a material difference:
Action 1: Costs include 10% of Director to coordinate community resources which was not assumed in the budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District expanded Action 1 to include coordination of community resources and added responsibilities for the Director Community Collaborative to increase and improve parent engagement. The district is also purchasing and implementing a District app designed for parents and students to increase communication and access to all district and school site information.   We also plan to survey our parents to seek other ideas for increasing engagement. The District will also be researching new/additional data points to improve tracking of parent engagement.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The District used the following process for stakeholder input:

1. Developed a Needs Assessment
a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Outcomes, and Engagement.
b. Assembled available data into a user-friendly format to report trends with data from 3 prior years or to establish baseline data

2. Developed an LCAP Executive Summary document for sharing with stakeholder groups and seeking input on the Annual Update

3. Provided a link on the District's website for submitting stakeholder input through email throughout development of the LCAP Annual Update.

4. Produced and posted a video on our website giving stakeholders an update on the status of LCAP initiatives. We have posted the three previous LCAP videos for stakeholders to review our LCAP strategic planning process over time.

5. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DAC, DELAC, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide answers to guided questions. Answers were assembled in a database and categorized by themes. The following dates were for some of the stakeholder input meetings:
a. Student Forums held from October 18, 2018 through February 4, 2019 at each school. Responses received from 236 students, of which 2/3, or 158, were unduplicated count students.
b. LCAP Annual Review and Stakeholder Input meeting on March 12, 2019
c. DAC Stakeholder Input meeting, which included the Special Education Advisory Committee, held on March 14, 2019
d. DELAC Stakeholder Input meeting held on March 15, 2019
e. Budget Advisory Committee Stakeholder Input meeting held on March 21, 2019
f. Consultation with certificated bargaining unit on March 25, 2019
g. Consultation with classified bargaining unit on April 8, 2019
h. School Principals discussed the LCAP with their school site councils in early 2019
I. Attended Countywide Foster Care Stakeholder meeting to obtain input on needs of Foster Youth

6. Stakeholders were provided qualitative and quantitative data on teacher credentialing, facilities condition, instructional materials availability, test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information was consolidated into our Executive Summary used at all the above Stakeholder meetings listed in #5.

7. Categorized stakeholder input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for stakeholders:

a. English Language Learner Support: Goal 1, Actions 9, 11, and 12
b. Professional Development: Goal 1, Action 2
c. Social-Emotional Learning Support: Goal 2, Action 2
d. Strengthening Student Connectedness: Goal 1, Action 1 and Action 11; Goal 2, Action 2

8. Provided a draft of our 2019 LCAP on the district website for all stakeholders to review prior to all public comment meetings. Submitted a draft LCAP to DAC, which includes representatives from the Special Education Advisory Committee, and DELAC and solicited their feedback at the May 9, 2019 DAC meeting and May 10, 2019 DELAC meeting for written responses by the Superintendent. Written responses from the Superintendent were provided for all comments.

9. Advertised and conducted a public hearing to seek input on the LCAP at the June 4, 2019 Governing Board meeting.

10. Adopted the LCAP at the June 18, 2019 Governing Board meeting.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ENGLISH LANGUAGE LEARNER SUPPORT: Increase Bilingual Assistants; provide more support for English learner students
Impact to LCAP Annual Update: The District is maintaining the current level of Bilingual Assistants (Goal 1, Action 9) and Language Arts Specialists/Intervention Resource Teachers (Goal 1, Action 12) to support English language learners. The District and schools

continue to seek and procure evidence based instructional/intervention materials (Goal 1, Action 11) and provide professional development on effective instructional strategies (Goal 1, Action 2).

2. PROFESSIONAL DEVELOPMENT: Increase/sustain professional learning for staff in specific areas and provide more choice
Impact to LCAP Annual Update: Goal 1, Action 2 involves developing an annual Professional Development Plan. The plan for 2019-20 will incorporate professional learning in all curricular and instructional areas to improve student outcomes, including Physical Education. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend.

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: Increase counseling services, increase mental health support, adopt Social-Emotional curriculum
Impact to LCAP Annual Update: The District increased counselors/social workers from 6.0 FTE to 7.0 FTE in 2018-19 and plans to continue that service level for 2019-20. The District will continue to analyze and adjust school service levels based on need. Two Coordinator positions were shifted to Director level in 2018-19 with added responsibilities for overseeing mental health/counseling services and social-emotional learning. (Goal 2, Action 2)

4. STRENGTHENING STUDENT CONNECTEDNESS: Reduce class size and caseloads, reduce/eliminate combo classes, emphasize personal relationships with students
Impact to LCAP Annual Update: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. Student connectedness is also a part of our overall Student Support Systems which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness. (Goal 1: Action 1 and Action 11; Goal 2, Action 2)

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Improve student learning and demonstrate annual growth in Common Core State Standards in all academic content areas through high quality instruction and relevant, personalized learning with technology integration for acquisition of 21st Century Learning skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Our stakeholder identified needs are:
1. Assure the highest level of educational achievement through implementation of the CCSS and continue support for California Standards implementation in ELA/ELD and mathematics and all content areas and personalized learning experiences.
2. Increase the annual rate of reclassification of English Learner students to English Proficient as measured by CELDT, reclassification rate, and other state and local student assessment data.
3. Increase support for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
6. Improve the district's Academic Performance as measured by CAASPP data and continue to implement the new state assessment system (Alternative Assessment for student with disabilities).
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)
8. Maintain and enhance middle school electives

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP English Language Arts	58% Met or Exceeded Standard	60% Meet or Exceed Standard	60% meet or Exceed Standard as measured by CAASPP SBAC English Language Arts	65% Meet or Exceed Standard as measured by CAASPP SBAC English Language Arts
CAASPP Mathematics	50% Met or Exceeded Standard	54% Meet or Exceed Standard	57% Meet or Exceed Standard as measured by CAASPP SBAC Math	59% Meet or Exceed Standard as measured by CAASPP SBAC Math
California Alternative Assessment (CAA) English Language Arts	28% achieving Level 2 or Level 3	35% achieving Level 2 or Level 3	38% achieving Level 2 or Level 3 as measured by CAASPP CAA English Language Arts	40% achieving Level 2 or Level 3 as measured by CAASPP CAA English Language Arts
California Alternative Assessment (CAA) Mathematics	18% achieving Level 2 or Level 3	25% achieving Level 2 or Level 3	30% achieving Level 2 or Level 3 as measured by CAASPP CAA Math	33% achieving Level 2 or Level 3 as measured by CAASPP CAA Math
Implementation of State Standards as measured by classroom observation tool	Classroom observation data demonstrated evidence of implementation of state standards	Maintain	Maintain as measured by Classroom Observation CCSS Implementation Data Tool with Google analytical output	Maintain as measured by Classroom Observation CCSS Implementation Data Tool with Google analytical output
Programs and services specific for English Learners to access California State Standards that support academic content knowledge and English Language Proficiency as measured by master schedule	Master Schedule: Courses offered with additional support for all English Learners	Maintain	Maintain as measured by Master Schedule with additional English Learner support	Maintain as measured by Master Schedule with additional English Learner support

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner AMAO 1 (annual growth) as measured by CELDT English Learner AMAO 2 as measured by CELDT	AMAO 1 = 58.6% AMAO 2 = 43.3%	Increase by 1% or maintain	45.0% of English Learners improving performance level or maintaining standard met as measured by local reading assessments. Local reading assessment temporary replaces state English language assessment during transition to ELPAC (English Language Performance Assessment for California). AMAOs no longer calculated by CDE.	47.0% of English Learners improving performance level or maintaining standard met as measured by local reading assessments. Local reading assessment temporary replaces state English language assessment during transition to ELPAC (English Language Performance Assessment for California). AMAOs no longer calculated by CDE.
English Learner Reclassification Rate	20.6% of English Learners reclassified as Fluent-English Proficient (RFEP)	21.0% of English Learners reclassified as Fluent-English Proficient (RFEP)	21.5% of English Learners reclassified as Fluent-English Proficient (RFEP) as measured by the Santee School District's reclassification criteria	22.0% of English Learners reclassified as Fluent-English Proficient (RFEP) as measured by the Santee School District's reclassification criteria
Credentialed Teacher Rate	100.0% of teachers credentialed	100.0% of teachers credentialed	100% of teachers credentialed as measured by Credentialed Teacher Rate	100% of teachers credentialed as measured by Credentialed Teacher Rate
Appropriately Credentialed and Assigned Teacher Rate	100.0% appropriately credentialed and assigned	100.0% appropriately credentialed and assigned	100.0% Appropriately Credentialed and Assigned Teacher Rate	100.0% Appropriately Credentialed and Assigned Teacher Rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher Teaching Outside of Subject Area Rate	0% of teachers assigned outside of subject area	0% of teachers assigned outside of subject area	0% of teachers assigned outside of subject area rate	0% of teachers assigned outside of subject area rate
Teacher of English Learners Mis-assignment Rate	0% of teachers without English Language Development authorization	0% of teachers without English Language Development authorization	0% of teachers without English Language Development authorization	0% of teachers without English Language Development authorization
Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials	Maintained 100% of students with access to standards aligned textbooks	Maintain	Maintain 100% of students with access to CCSS aligned material as measured by Annual Resolution of Sufficiency of Instructional Materials	Maintain 100% of students with access to CCSS aligned material as measured by Annual Resolution of Sufficiency of Instructional Materials
Maintain pupil enrollment in a broad course of study for unduplicated count students and students with exceptional needs as measured by the master schedule as described under ED code sections 51210 and 51220 (a-i), as applicable	Maintain pupil enrollment in a broad course of study	Maintain pupil enrollment in a broad course of study	Maintain pupil enrollment in a broad course of study as measured by the master schedule with designated English Learner support courses	Maintain pupil enrollment in a broad course of study as measured by the master scheduled with designated English Learner support courses
State School Facility Inspection Tool (FIT)	100%	100%	Maintain 100% as measured by the State School Facility Inspection Tool (FIT)	Maintain 100% as measured by State School Facility Inspection Tool (FIT)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
BASE: Provide a core/base program consisting of the following: 1) Appropriately credentialed and assigned highly qualified classroom teachers for school-wide 24:1 class size average for Grades TK-3 and no more than 31:1 district-wide average for Grades TK-8 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	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	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,

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,

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	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)	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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	46,844,000	64,117,000	64,450,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	0000: Unrestricted Major Object Codes 1000 thru 7999	0000: Unrestricted Major Object Codes 1000 thru 7999	0000: Unrestricted Major Object Codes 1000 thru 7999

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students, including English Language Development for English learners	SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students and students with disabilities, including English Language Development for English learners	SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students and students with disabilities, including English Language Development for English learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	818,000	920,000	1,007,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	0000: Unrestricted Resource 0000-603 and 0944-603	0000: Unrestricted Resource 0000-603 and 0944-603	0000: Unrestricted Resource 0000-603 and 0944-603
Amount	68,000	106,000	113,000
Source	Title I	Title I	Title I
Budget Reference	Multiple Object Codes Resource 3010-603	Multiple Object Codes Resource 3010-603	Multiple Object Codes Resource 3010-603
Amount		68,000	107,000
Source		Title II	Title II
Budget Reference		Multiple Object Codes Resource 4035-603	Multiple Object Codes Resource 4035-603

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; and for teachers and classified instructional staff to support student learning.	SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments, including unduplicated count students and students with disabilities; and for teachers and classified instructional staff to support student learning.	SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments, including unduplicated count students and students with disabilities; and for teachers and classified instructional staff to support student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	167,000	165,000	240,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies Site 091, Objects 4300-091 and 4400-200	4000-4999: Books And Supplies Site 091, Objects 4300-991 and 4400-200	Multiple Object Codes Site 091

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUPPLEMENTAL: 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	SUPPLEMENTAL: 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	SUPPLEMENTAL: 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	820,000	1,820,000	820,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	7000-7439: Other Outgo Transfer to Fund 40	7000-7439: Other Outgo Transfer to Fund 40	7000-7439: Other Outgo Transfer to Fund 40

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum	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 2) Dreambox 3) Safari Montage 4) SchoolNET	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 2) Dreambox 3) Safari Montage 4) SchoolNET

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	148,000	173,000	88,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies Resource 0927-602	4000-4999: Books And Supplies Resource 0927-602	4000-4999: Books And Supplies Resource 0927-602
Amount	80,000	80,000	100,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Resource 6300-602	4000-4999: Books And Supplies Resource 6300-602	4000-4999: Books And Supplies Resource 6300-602

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUPPLEMENTAL:	SUPPLEMENTAL:	SUPPLEMENTAL:

Provide 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 unduplicated count students and students with disabilities	Provide 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 unduplicated count students and students with disabilities	Provide 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 unduplicated count students and students with disabilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	309,000	479,000	348,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Object 1100-035	1000-1999: Certificated Personnel Salaries Object 1100-035	1000-1999: Certificated Personnel Salaries Object 1100-035
Amount	155,000		
Source	Other		
Budget Reference	1000-1999: Certificated Personnel Salaries Ed Effectiveness Funds Resource 6264, Object 1100-035		

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 unduplicated count students	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 unduplicated count students and students with disabilities	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 unduplicated count students and students with disabilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	21,000	36,000	23,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0944-603	1000-1999: Certificated Personnel Salaries Resource 0944-603	1000-1999: Certificated Personnel Salaries Resource 0944-603

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pepper Drive
Carlton Hills
PRIDE Academy
Chet F Harritt
Rio Seco
Hill Creek

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

TARGETED:
Provide supplemental school personnel for intervention services to improve student learning

2018-19 Actions/Services

TARGETED:
Provide supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for Foster Youth, Homeless, and low socio-economic students

2019-20 Actions/Services

Same

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	47,000	34,000	34,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Multiple Object Codes Resource 0000-601, Certificated and Classified Salaries	Multiple Object Codes Resource 0000-601, Certificated and Classified Salaries	Multiple Object Codes Resource 0000-601, Certificated and Classified Salaries
Amount	197,000	206,000	138,000
Source	Title I	Title I	Title I
Budget Reference	Multiple Object Codes Resource 3010-601, Certificated and Classified Salaries	Multiple Object Codes Resource 3010-601, Certificated and Classified Salaries	Multiple Object Codes Resource 3010-601, Certificated and Classified Salaries

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
TARGETED:	TARGETED:	TARGETED:

Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas	Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas	Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	136,000	143,000	152,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Resource 0000-066, Object 2100-005	2000-2999: Classified Personnel Salaries Resource 0000-066, Object 2100-005	2000-2999: Classified Personnel Salaries Resource 0000-066, Object 2100-005
Amount	40,000	43,000	46,000
Source	Title III	Title III	Title III
Budget Reference	2000-2999: Classified Personnel Salaries Object 2100-005	2000-2999: Classified Personnel Salaries Resource 4035, Object 2100-005	2000-2999: Classified Personnel Salaries Resource 4035, Object 2100-005

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	63,000	64,000	67,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Multiple Object Codes Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies	Multiple Object Codes Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies	Multiple Object Codes Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Modified Action | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| TARGETED:
Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities | TARGETED:
Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities
a) Read 180 and System 44 for Students with Disabilities
b) RAZKIDS
c) Fountas and Pinnel LLI Kits
d) LEXIA
e) Rosetta Stone for English Learners and Immigrant Students
f) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs | TARGETED:
Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities
a) Social/Emotional Learning Curriculum
b) Read 180 and System 44 for Students with Disabilities
c) RAZKIDS
d) Fountas and Pinnel LLI Kits
e) LEXIA
f) Rosetta Stone for English Learners and Immigrant Students
g) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	65,000	215,000	445,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies Resource 0000-602 and 0927-602	4000-4999: Books And Supplies Resource 0000-602 and 0927-602	4000-4999: Books And Supplies Resource 0000-602 and 0927-602
Amount	163,000	75,000	98,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Resource 6300-602	4000-4999: Books And Supplies Resource 6300-602	4000-4999: Books And Supplies Resource 6300-602
Amount	79,000	75,000	81,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Resource 3010-602	4000-4999: Books And Supplies Resource 3010-602	4000-4999: Books And Supplies Resource 3010-602

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students	TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students	TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	929,000	982,000	1,087,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000-583, Objects 1100-098 and 1100-200	1000-1999: Certificated Personnel Salaries Resource 0000-583, Objects 1100-098 and 1100-200	1000-1999: Certificated Personnel Salaries Resource 0000-583, Objects 1100-098 and 1100-200

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Cajon Park
Carlton Hills
Chet F Harritt
Hill Creek
PRIDE Academy
Sycamore Canyon

Specific Grade Spans: PreKindergarten

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Action not implemented in 2017-18

2018-19 Actions/Services

SUPPLEMENTAL:
Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten

2019-20 Actions/Services

SUPPLEMENTAL:
Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		573,000	465,000
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000-501	1000-1999: Certificated Personnel Salaries Resource 0000-501

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carlton Hills
Chet F Harritt
Hill Creek
PRIDE Academy
Sycamore Canyon

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action not implemented in 2017-18	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		246,000	183,000
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000-503	1000-1999: Certificated Personnel Salaries Resource 0000-503

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: Grades 6 through 8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action not implemented in 2017-18	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-risk students with significant behavioral issues in order to	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)	improve performance on General Education objectives (Santee Success Program or SSP)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		109,000	105,000
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		Multiple Object Codes Resource 0911-000	Multiple Object Codes Resource 0911-000

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Improve and/or increase services to support the social, emotional, and physical well-being of students and their families

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our stakeholder identified needs are:
1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and Caring Schools survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Decrease chronic absenteeism
4. Increase the percent of students meeting the Physical Fitness Test
5. Maintain or increase the support for mental health services and counseling services

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Attendance Rate	96.46%	Increase by .02 percentage points from previous year	Increase by .02 percentage points from previous year as	Increase by .02 percentage points from previous years as

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			measured by School Attendance Rate	measured by School Attendance Rate
California Healthy Kids Survey (Grade 7) School Connectedness	53% of students responding "High" on School Connectedness	56% of students responding "High" on School Connectedness	59% of students responding "High" on School Connectedness as measured by California Healthy Kids Survey (Grade 7)	62% of students responding "High" on School Connectedness as measured by California Healthy Kids Survey (Grade 7)
Santee School District's Caring School Survey - 4th - 8th Graders Feeling Safe at School	91.5% of students respond feeling safe at school	92.5% of students respond feeling safe at school	93.5% of students respond feeling safe at school as measured by Santee School District's Caring School Survey (4th - 8th Grade)	94.5% of students respond feeling safe at school as measured by School District's Caring School Survey (4th - 8th Grade)
Suspension Rate	5.70%	5.65%	5.50% as measured by the Suspension Rate	5.50% as measured by the Suspension Rate
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	49.30% meeting at least 5 out of 6 HFZ standards	50.00% meeting at least 5 out of 6 HFZ standards	50.50% meeting at least 5 out of 6 HFZ standards as measured by the CA Physical Fitness Test Results	51.00% meeting at least 5 out of 6 HFZ standards as measured by the CA Physical Fitness Test Results
Chronic Absenteeism Rate	5.88%	Decrease by .02 percentage points from previous year	Decrease by .02 percentage points from previous year as measured by Chronic Absenteeism Rate	Decrease by .02 percentage points from previous year as measured by Chronic Absenteeism Rate
Expulsion Rate	0.0%	Maintain 0.0%	Maintain 0.0% as measured by the Expulsion rate	Maintain 0.0% as measured by the Expulsion rate
Middle School Dropout Rate	0.0%	Maintain 0.0%	Maintain 0.0% as measured by the Middle School Dropout Rate	Maintain 0.0% as measured by the Middle School Dropout Rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide attendance and behavioral incentives; school connectedness endeavors; and other student well-being initiatives

SUPPLEMENTAL:
Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives

SUPPLEMENTAL:
Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	5,000	13,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies Resource 0000-604	4000-4999: Books And Supplies Resource 0000-604	4000-4999: Books And Supplies Resource 0000-604

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
TARGETED: Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning	TARGETED: Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning	TARGETED: Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning

needs of students and to work with unduplicated count students and parents toward College and Career Readiness	needs of students and to work with unduplicated count students, students with disabilities, and parents toward College and Career Readiness a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities b) Track progress for students who are chronically absent and provide support c) Coordinator Pupil Services to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning d) Coordinator Community Collaborative to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning	needs of students and to work with unduplicated count students, students with disabilities, and parents toward College and Career Readiness a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities b) Track progress for students who are chronically absent and provide support c) Director Community Collaborative for overseeing mental health/counseling services and social-emotional learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	503,000	686,000	690,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Object 1200-055 and 1200-056	Multiple Object Codes Object 1200-055, 1200-056, and 2900-009	1000-1999: Certificated Personnel Salaries Object 1200-055, 1200-056
Amount	28,000	32,000	33,000
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 5630 - Homeless Grant, Object 1200-055 and 1200-056	1000-1999: Certificated Personnel Salaries Resource 5810-950 - Dept of Defense Grant, Object 1200-055	1000-1999: Certificated Personnel Salaries Resource 5810-950 - Dept of Defense Grant, Object 1200-055

Amount	3,000		62,000
Source	Tobacco-Use Prevention Education		Other
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6690, Object 1200-055 and 1200-056		2000-2999: Classified Personnel Salaries Resource 5630-413 - MediCAL Reimbursement
Amount			17,000
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries Resource 3010-800, Object 1200-056

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Action not implemented in 2017-18	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: a) Shift the Coordinator Pupil Services to Director level with increased responsibilities for attendance improvement and reduction of chronic absenteeism b) attendance incentives c) regular data analysis to identify issues early d) increased focus on chronic absentee students to monitor and track progress e) increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities f) effective use of Student Attendance Review Team (SART) contracts and Student Attendance Review Board (SARB) referrals	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: a) Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism b) Attendance incentives c) Regular data analysis to identify issues early d) Increased focus on chronic absentee students to monitor and track progress e) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities f) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		88,000	87,000
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		Multiple Object Codes Resource 0000-604 and Object 1300-019	Multiple Object Codes Resource 0000-604 and Object 1300-019

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Our stakeholder identified needs are:
1. Increase parent participation in programs and volunteer activities as measured by number of parent volunteers and volunteer hours
2. Seek parent input for the decision-making process at the district and site level for all students including unduplicated students and students with exceptional needs as measured by number of parents participating in district and site committees and meeting minutes
3. Strengthen home to school connection
4. More parent education workshops on how to support their children

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/community volunteer hours	50,580 volunteer hours	Maintain or increase volunteer hours	Maintain or increase from previous year as measured by Parent/community volunteer hours	Maintain or increase from previous year as measured by Parent/community volunteer hours
Participation on Parent/community	249 participants	Maintain or increase participation	Maintain or increase participation rate as	Maintain or increase participation rate as

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)			measured by Participation on Parent/community committees at the site and district level	measured by Participation on Parent/community committees at the site and district level
Review of meeting minutes for participation in parent input committees	Minutes demonstrate parent and community participation	Maintain	Maintain as measured by review of meeting minutes for 3 DAC and DELAC meetings for participation and parent input	Maintain as measured by review of meeting minutes for 3 DAC and DELAC meetings for participation and parent input
Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs	Number of workshops and events that were advertised by flyer: 32	Maintain or increase number of events	Maintain or increase number of events as measured by Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs	Maintain or increase number of events as measured by Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SUPPLEMENTAL: Provide workshops and expand use of electronic and face-to-face methods for parents to connect and engage within the school community	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: a) Shift the Coordinator Community Collaborative to Director level with added responsibilities for improving and increasing 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: a) Director Community Collaborative to oversee improving and increasing parent involvement b) Develop and implement a District APP to improve parent communication and engagement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	9,000	40,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	Multiple Object Codes Resource 0000-605, Major Object 2000 for childcare and 4000 for supplies	Multiple Object Codes Resource 0000-605, Major Object 2000 for childcare and 4000 for supplies	Multiple Object Codes Resource 0000-605, Major Object 2000 for childcare and 4000 for supplies
Amount	7,000	8,000	9,000
Source	Title I	Title I	Title I
Budget Reference	Multiple Object Codes Resource 3010-605, Major Object 2000 for childcare and 4000 for supplies	Multiple Object Codes Resource 3010-605, Major Object 2000 for childcare and 4000 for supplies	Multiple Object Codes Resource 3010-605, Major Object 2000 for childcare and 4000 for supplies
Amount			13,000
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries Resource 5640-413 - MediCAL Reimbursement, Object 2900-009

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,694,214	8.70%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

GOAL 1:

PROFESSIONAL GROWTH AND DEVELOPMENT – LEA-WIDE:

Description: Provide supplemental professional growth and development opportunities through extension of the on-site workday for teachers; establishing a fund for classified staff members to voluntarily participate in various workshops and trainings; use of teacher developed learning plans personalized for each individual; and job embedded professional development for digital learning, curriculum, and instructional practices. Provide Professional Development for implementation of new History/Social Science curriculum for grades K-8 and pilot new Social Emotional Learning curriculum. Professional learning will be provided for effective instructional strategies to support English learners in English Language Development. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, and engage in collaboratively planning with peers [Goal 1, Action 2]. Release time for Curriculum Leadership Team will be provided to develop curriculum unit maps aligned to the standards and facilitate professional development (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1, Action 7].

Effectiveness: The District believes these actions increase the capacity of staff to address the specific needs of unduplicated count students. Professional development on ELD standards will be conducted as part of our core ELA/ELD curriculum. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective

instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated count students.

DIGITAL 1:1 LEARNING INITIATIVE; LEA-WIDE:

Description: Provide a personalized learning environment for all students through a Digital 1:1 Learning Initiative. These devices give all students by grade span access to on-line resources, digital instructional materials, and software applications to improve their learning, spark wonder and awe as well as creativity. Our objectives are to personalize learning for each student based on standards and individual need using technology devices. Unduplicated count students would benefit from individualized applications and software specific to their instructional needs. The Digital 1:1 Learning Initiative includes Action Steps to set-aside funds to replace/refresh devices as they become obsolete, to improve network infrastructure, and to provide adequate technical staff to support the initiative. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1; Actions 3, 4, and 5]

Effectiveness: The District believes that the district-wide use of supplemental funds for a 1:1 initiative is the most effective use of the funds to increase student learning. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to engage students in critical thinking, collaboration, creativity and communication skills for our children. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups. (Provided at all schools, benefits all students although principally directed to unduplicated count students)

As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement, and leads into authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer supported learning environments, such as Edmodo, students have shown increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996).

References:

Beckmann, E. A. (2010). Learners on the move: Mobile modalities in development studies. Distance Education, 31(2), 159-173.

Bialo, E. R., & Sivin-Kachala, J. (1996). The effectiveness of technology in schools: A summary of recent research. SLMQ, 25(1), 1996.

Kulik, J. A. (1994). Meta analytic studies of findings on computer-based instruction. in E.L. Baker and H.F. O'Neil (Eds.). Technology Assessment in Education and Training, Hillsdale, NJ: Erlbaum.

Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education.

 PLoS ONE 10(12): e0144008. doi:10.1371/journal.pone.0144008

Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann, (Ed.). CSCL: Theory and practice of an emerging paradigm. Mahwah, NJ:Erlbaum.

CURRICULUM RESOURCE TEACHERS; LEA-WIDE:

Description: Provide 3.0 FTE centralized Teachers on Special Assignment ("TOSAs") to work with classroom teachers at all schools to enhance and improve their teaching methods for all students, including unduplicated count students, in the areas of English Language Arts, Mathematics, and Science. TOSAs work assignments are divided between schools. However, schools with higher concentrations of unduplicated students will receive proportionately more services from the TOSAs to provide specialized assistance for teachers with unduplicated count students in their classrooms. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1, Action 6]

Effectiveness: The use of district-level Teachers on Special Assignment allows the District to target their services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of common core state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

SUPPLEMENTAL PERSONNEL; LIMITED TO UNDUPLICATED COUNT STUDENT GROUPS; SCHOOL-WIDE:

Description: Certain schools will hire additional staff, as needed, to provide intervention for students with academic needs and improve student learning for unduplicated count students (Provided at all schools, benefits all students although principally directed to unduplicated count students) Goal 1, Action 8].

Effectiveness: Increases the number of adults available to support all unduplicated count students and improve student outcomes through interventions.

SUPPLEMENTAL CURRICULUM/INSTRUCTIONAL MATERIALS; LEA-WIDE:

Description: 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 Achieve 3000 or equivalent, Dreambox, Safari Montage, and SchoolNET [Goal 1, Action 5]. Provide supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth [Goal 1, Action 11]. Purchase and implement Social/Emotional Learning curriculum.

Effectiveness: Dreambox Math is Common Core aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that personalize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References:

ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from http://www.atp.nist.gov/focus/als.htm

Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math

Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency

Achieve3000® provides students in grades 3 - 8 with differentiated instruction for nonfiction reading and writing tailored to each student's Lexile® reading level (Achieve3000, 2016). Achieve3000 systems are designed to meet the needs of classrooms with a diverse mix of student reading abilities; every student reads the same grade-appropriate content at their individual reading level,

empowering students to participate in whole-class instruction and discussion. Achieve 3000's adaptive content system integrates ongoing assessment, engaging nonfiction content, and linguistic supports for struggling readers and English Learners. The system accelerates learning gains and empowers all students to build critical college and career literacy skills (Achieve3000, 2016).

Achieve 3000's 2014-2015 National Lexile Study, with a sample size of nearly 880,000 students in grades 2 - 12, indicated that students who complete at least two reading activiites per week, on average, achieved two times the Lexile growth expected through typical instruction (Achieve3000, 2015). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District the data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning (Provided at all schools, benefits all students although it is principally directed to unduplicated count students):

- A district-wide assessment platform
- Dynamic tools to identify struggling students and personalize learning
- Reporting and analysis tools
- Robust instructional planning tools (digital lesson planner)
- Formative classroom assessment scheduling and results shared with PowerTeacher Gradebook
- Detailed student assessment results and summaries shared with the PowerSchool Parent Portal

References:

Boudett, K., City, E., & Murnane, R. (2005). Data Wise. Cambridge, Massachusetts: Harvard Education Press.

Pearson. (2012). Austin Independent School District – A Success Story [White paper]. Retrieved from http://www.pearsonschoolsystems.com/pdf/casestudies/pearson-austin-2012.pdf

SUMMER BRIDGE PROGRAM; LIMITED TO UNDUPLICATED COUNT STUDENT GROUPS; LEA-WIDE:

- Description: During the summer, two 2 week sessions are offered to unduplicated count students to receive additional instructional support in all academic areas to reach their unique potential. (Goal 1, Action 10) Students invited to this program receive English Language Arts and Mathematics instruction integrated through the curriculum and principally directed toward unduplicated count students.

Effectiveness: Normally, we tend to observe a temporary decline in reading and math skills over the summer. The summer bridge program provides these students an opportunity to maintain their reading, writing, and math skills.

LANGUAGE ARTS SPECIALIST OR INTERVENTION RESOURCE TEACHERS, AND BILINGUAL ASSISTANTS; LIMITED TO UNDUPLICATED COUNT STUDENT GROUPS; LEA-WIDE:

Description: Provide 9.0 FTE Language Arts Specialist or Intervention Resource Teachers, one for each school, to support students reading and writing below grade level for academic support and English Language Development instruction for English Learners. [Goal 1, Action 12] Provide 12 Bilingual Assistants (5.25 FTE) to support English Language Learners. [Goal 1, Action 9] (Provided at all schools, benefits all students although principally directed to unduplicated count students)

Effectiveness: The Language Arts Specialist or the Intervention Resource Teacher provide site level leadership to the staff in the implementation of the common core standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction. This Increases the number of adults available to support all unduplicated count students. Assistance shall be provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching and direct instruction with whole class, small groups and individual students. They provide teacher leadership in the implementation of common core state standards, especially in the area of ELA/ELD. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

EARLY CHILDHOOD EDUCATION OPPORTUNITIES; LEA-WIDE:

Description: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten [Goal 1, Action 13]. Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program. [Goal 1, Action 14]

Effectiveness: Provides PreK students with the academic and social skills needed for successfully entering Kindergarten. These programs prepare PreK students to enter Kindergarten with age appropriate academic and social skills. (Provided at certain schools but benefits all students in the district and principally directed to unduplicated count students).

TEMPORARY ALTERNATIVE INSTRUCTIONAL SETTING:

Description: Provide a temporary alternative instructional setting for students with significant behavior issues (Santee Success Program) [Goal 1, Action 15].

Effectiveness: The District operates the Santee Success Program to provide students with significant behavioral issues an alternative setting with low class size in order to improve performance on General Education objectives (principally directed to unduplicated count students).

GOAL 2

BEHAVIORAL AND STUDENT WELL-BEING INITIATIVES; LEA-WIDE:

Description: Provide behavioral incentives, school connectedness endeavors, and other student well-being initiatives [Goal 2, Action 1].

Effectiveness: Increases student engagement in school activities. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

COUNSELORS/SOCIAL WORKERS; LEA-WIDE:

Description: Provide 7.0 FTE counselor/social worker service for all students but principally directed towards unduplicated count students [Goal 2, Action 2]

Effectiveness: The district-wide use of supplemental funding to increase counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Expanding counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

ATTENDANCE IMPROVEMENT PLAN; LEA-WIDE:

Description: Develop and implement a comprehensive student attendance improvement plan [Goal 2, Action 3]

Effectiveness: Focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

GOAL 3

PARENT WORKSHOPS AND COMMUNITY RESOURCES; LEA-WIDE:

Description: Provide workshops, community resources, and opportunities for parents to become partners within the school community [Goal 3, Action 1]. A District APP will be implemented to improve parent communication and engagement.

Effectiveness: Increases the involvement of parents in the school community and empowers them to be more engaged with their child's education. Also increases parent participation on district and site committees. (Provided at all schools, benefits all students although principally directed to unduplicated count students)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,456,914	8.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

GOAL 1:

PROFESSIONAL GROWTH AND DEVELOPMENT – LEA-WIDE:

Description: Provide supplemental professional growth and development opportunities through extension of the on-site workday for teachers; establishing a fund for classified staff members to voluntarily participate in various workshops and trainings; use of teacher developed learning plans personalized for each individual; and job embedded professional development for digital learning, curriculum, and instructional practices. Provide Professional Development for implementation of new English Language Arts/English Language Development curriculum and pilot new History/Social Science curriculum for grades K-8. Professional learning will be provided for effective instructional strategies to support English learners in English Language Development. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, and engage in collaboratively planning with peers [Goal 1, Action 2]. Release time for Curriculum Leadership Team will be provided to develop curriculum unit maps aligned to the standards and facilitate professional development [Goal 1, Action 7].

Effectiveness: The District believes these actions increase the capacity of staff to address the specific needs of unduplicated count students. Professional development on ELD standards will be conducted with adoption of ELA/ELD curriculum. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated count students.

DIGITAL 1:1 LEARNING INITIATIVE - LEA-WIDE:

Description: Provide a personalized learning environment for all students through a Digital 1:1 Learning Initiative. These devices give all students by grade span access to on-line resources, digital instructional materials, and software applications to improve their learning. Our objectives are to personalize learning for each student based on grade span and individual need using technology devices. Unduplicated count students would benefit from individualized applications and software specific to their instructional needs. The Digital 1:1 Learning Initiative includes Action Steps to set-aside funds to replace/refresh devices as they become obsolete, to improve network infrastructure, and to provide adequate technical staff to support the initiative. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1; Actions 3, 4, and 5]

Effectiveness: The District believes that the district-wide use of supplemental funds for a 1:1 initiative is the most effective use of the funds to increase student learning. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to save on the costs of printed textbooks and instructional materials. The 1:1

initiative also provides access to and equity for programs and resources throughout the District and for all sub-groups of students. (Provided at all schools, benefits all students although principally directed to unduplicated count students)

As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement, and leads into authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer supported learning environments, such as Edmodo, students have shown increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996).

References:

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Bialo, E. R., & Sivin-Kachala, J. (1996). The effectiveness of technology in schools: A summary of recent research. SLMQ, 25(1), 1996.

Kulik, J. A. (1994). Meta analytic studies of findings on computer-based instruction. in E.L. Baker and H.F. O'Neil (Eds.). Technology Assessment in Education and Training, Hillsdale, NJ: Erlbaum.

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 PLoS ONE 10(12): e0144008. doi:10.1371/journal.pone.0144008

Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann, (Ed.). CSCL: Theory and practice of an emerging paradigm. Mahwah, NJ:Erlbaum.

CURRICULUM RESOURCE TEACHERS – LEA-WIDE:

Description: Provide 4.0 FTE centralized Teachers on Special Assignment ("TOSAs") to work with classroom teachers at all schools to enhance and improve their teaching methods for all students, including unduplicated count students, in the areas of English Language Arts, Mathematics, and Science. TOSAs work assignments are divided between schools on particular days of the week. However, schools with higher concentrations of unduplicated students will receive proportionately more services from the TOSAs to provide

specialized assistance for teachers with unduplicated count students in their classrooms. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1, Action 6]

Effectiveness: The use of district-level Teachers on Special Assignment allows the District to target their services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of common core state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

SUPPLEMENTAL PERSONNEL-LIMITED TO UNDUPLICATED COUNT STUDENT GROUPS:

Description: Certain schools will hire additional staff, as needed, to provide intervention for students with academic needs and improve student learning for unduplicated count students [Goal 1, Action 8].

Effectiveness: Increases the number of adults available to support all unduplicated count students and improve student outcomes through interventions.

SUPPLEMENTAL CURRICULUM/INSTRUCTIONAL MATERIALS – LEA-WIDE:

Description: 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 Achieve 3000 or equivalent, Dreambox, Safari Montage, and SchoolNET [Goal 1, Action 5]. Provide supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth [Goal 1, Action 11]

Effectiveness: Dreambox Math is Common Core aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that personalize learning with games and themes that feel game-like increase engagement, as do

collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References:

ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from http://www.atp.nist.gov/focus/als.htm

Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math

Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency

Achieve3000® provides students in grades 3 - 8 with differentiated instruction for nonfiction reading and writing tailored to each student's Lexile® reading level (Achieve3000, 2016). Achieve3000 systems are designed to meet the needs of classrooms with a diverse mix of student reading abilities; every student reads the same grade-appropriate content at their individual reading level, empowering students to participate in whole-class instruction and discussion. Achieve 3000's adaptive content system integrates ongoing assessment, engaging nonfiction content, and linguistic supports for struggling readers and English Learners. The system accelerates learning gains and empowers all students to build critical college and career literacy skills (Achieve3000, 2016).

Achieve 3000's 2014-2015 National Lexile Study, with a sample size of nearly 880,000 students in grades 2 - 12, indicated that students who complete at least two reading activiites per week, on average, achieved two times the Lexile growth expected through typical instruction (Achieve3000, 2015). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District the data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning (Provided at all schools, benefits all students although it is principally directed to unduplicated count students):
- A district-wide assessment platform
- Dynamic tools to identify struggling students and personalize learning
- Reporting and analysis tools
- Robust instructional planning tools (digital lesson planner)
- Formative classroom assessment scheduling and results shared with PowerTeacher Gradebook

- Detailed student assessment results and summaries shared with the PowerSchool Parent Portal

References:

Boudett, K., City, E., & Murnane, R. (2005). Data Wise. Cambridge, Massachusetts: Harvard Education Press.

Pearson. (2012). Austin Independent School District – A Success Story [White paper]. Retrieved from http://www.pearsonschoolsystems.com/pdf/casestudies/pearson-austin-2012.pdf

LANGUAGE ARTS SPECIALIST OR INTERVENTION RESOURCE TEACHERS - LIMITED TO UNDUPLICATED COUNT STUDENT GROUPS:

Description: Provide 9.0 FTE Language Arts Specialist or Intervention Resource Teachers, one for each school, to support students reading and writing below grade level for academic support and English Language Development instruction for English Learners. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1, Action 12]

Effectiveness: The Language Arts Specialist or the Intervention Resource Teacher provide site level leadership to the staff in the implementation of the common core standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction. This Increases the number of adults available to support all unduplicated count students. Assistance shall be provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching and direct instruction with whole class, small groups and individual students. They provide teacher leadership in the implementation of common core state standards, especially in the area of ELA/ELD. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

EARLY CHILDHOOD EDUCATION OPPORTUNITIES– LEA-WIDE:

Description: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten [Goal 1, Action 13]. Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program. [Goal 1, Action 14]

Effectiveness: Provides PreK students with the academic and social skills needed for successfully entering Kindergarten. These programs prepare PreK students to enter Kindergarten with age appropriate academic and social skills. (Provided at certain schools but benefits all students in the district and principally directed to unduplicated count students).

TEMPORARY ALTERNATIVE INSTRUCTIONAL SETTING:

Description: Provide a temporary alternative instructional setting for students with significant behavior issues (Santee Success Program) [Goal 1, Action 15].

Effectiveness: The District operates the Santee Success Program to provide students with significant behavioral issues an alternative setting with low class size in order to improve performance on General Education objectives (principally directed to unduplicated count students).

GOAL 2

BEHAVIORAL AND STUDENT WELL-BEING INITIATIVES – LEA-WIDE:

Description: Provide behavioral incentives, school connectedness endeavors, and other student well-being initiatives [Goal 2, Action 1].

Effectiveness: Increases student engagement in school activities. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

COUNSELORS/SOCIAL WORKERS – LEA-WIDE:

Description: Provide 7.0 FTE counselor/social worker service for all students but principally directed towards unduplicated count students [Goal 2, Action 2]

Effectiveness: The district-wide use of supplemental funding to increase counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Expanding counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

ATTENDANCE IMPROVEMENT PLAN – LEA-WIDE:

Description: Develop and implement a comprehensive student attendance improvement plan [Goal 2, Action 3]

Effectiveness: Focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

GOAL 3

PARENT WORKSHOPS AND COMMUNITY RESOURCES – LEA-WIDE:

Description: Provide workshops, community resources, and opportunities for parents to become partners within the school community [Goal 3, Action 1].

Effectiveness: Increases the involvement of parents in the school community and empowers them to be more engaged with their child's education. Also increases parent participation on district and site committees. (Provided at all schools, benefits all students although principally directed to unduplicated count students)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,853,323	7.92%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

District-wide use of the supplemental funds includes the following action steps:

- Provide a personalized learning environment for all students through a Digital 1:1 Learning Initiative. These devices give all students by grade span access to on-line resources, digital instructional materials, and software applications to improve their learning. Our objectives are to personalize learning for each student based on grade span and individual need using technology devices. Unduplicated count students would benefit from individualized applications and software specific to their instructional needs. The Digital 1:1 Learning Initiative includes Action Steps to set-aside funds to replace/refresh devices as they become obsolete, to improve network infrastructure, and to provide adequate technical staff to support the initiative. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1; Actions 3, 4, and 5]

- Provide 4.0 FTE centralized Teachers on Special Assignment ("TOSAs") to work with classroom teachers at all schools to enhance and improve their teaching methods for all students, including unduplicated count students, in the areas of English Language Arts, Mathematics, and Science. TOSAs work assignments are divided between schools on particular days of the week. However, schools with higher concentrations of unduplicated students will receive proportionately more services from the TOSAs to provide specialized assistance for teachers with unduplicated count students in their classrooms. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1, Action 6]

- Provide 9.0 FTE Language Arts Specialist or Intervention Resource Teachers to support students reading and writing below grade level for academic support and English Language Development instruction for English Learners. (Provided at all schools, benefits all students although principally directed to unduplicated count students) [Goal 1, Action 12]

- Provide supplemental professional growth and development opportunities through extension of the on-site workday for teachers; establishing a fund for classified staff members to voluntarily participate in various workshops and trainings; use of teacher developed learning plans personalized for each individual; and job embedded professional development for digital learning, curriculum, and instructional practices. [Goal 1, Action 2]

- Provide 6.0 FTE counselor/social worker service for all students but principally directed towards unduplicated count students [Goal 2, Action 2]

- Implement new English Language Arts/English Language Development curriculum for grades K-8 [Goal 1, Action 1]. Release time for Curriculum Leadership Team will be provided to develop curriculum unit maps aligned to the standards and facilitate professional development [Goal 1, Action 7].

- Provide attendance and behavioral incentives, school connectedness endeavors, and other student well-being initiatives [Goal 2, Action 1]

* Provide workshops and opportunities for parents to become partners within the school community [Goal 3, Action 1]

Specific use of supplemental funding and principally directed to unduplicated count students includes the following:

- Provide supplemental personnel at select schools to improve student learning for unduplicated count students [Goal 1, Action 8]
- Provide Bilingual Assistants to schools to assist English Learner students [Goal 1, Action 9]
- Provide a summer bridge program to provide instructional assistance and wireless access to digital resources [Goal 1, Action 10]
- Provide supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth [Goal 1, Action 11]

Describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas:

DIGITAL LEARNING CURRICULUM:

The District believes that the district-wide use of supplemental funds for a 1:1 initiative is the most effective use of the funds to increase student learning. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to save on the costs of printed textbooks and instructional materials. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all sub-groups of students. (Provided at all schools, benefits all students although principally directed to unduplicated count students)

As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement, and leads into authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer supported learning environments, such as Edmodo, students have shown increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996).

References:

Beckmann, E. A. (2010). Learners on the move: Mobile modalities in development studies. Distance Education, 31(2), 159-173.

Bialo, E. R., & Sivin-Kachala, J. (1996). The effectiveness of technology in schools: A summary of recent research. SLMQ, 25(1), 1996.

Kulik, J. A. (1994). Meta analytic studies of findings on computer-based instruction. in E.L. Baker and H.F. O'Neil (Eds.). Technology Assessment in Education and Training, Hillsdale, NJ: Erlbaum.

Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education.

 PLoS ONE 10(12): e0144008. doi:10.1371/journal.pone.0144008

Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann, (Ed.). CSCL: Theory and practice of an emerging paradigm. Mahwah, NJ:Erlbaum.

Dreambox Math is Common Core aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that personalize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References:

ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from http://www.atp.nist.gov/focus/als.htm

Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math

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LANGUAGE ARTS SPECIALIST OR INTERVENTION RESOURCE TEACHERS:

The district provides a Language Arts Specialist or Intervention Resource Teacher at each school site. The Language Arts Specialist or the Intervention Resource Teacher shall provide site level leadership to the staff in the implementation of the common core standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction. Assistance shall be provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching and direct instruction with whole class, small groups and individual students. They provide teacher leadership in the implementation of

common core state standards, especially in the area of ELA/ELD. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

CURRICULUM RESOURCE TEACHERS:

The use of district-level Teachers on Special Assignment allows the District to target their services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of common core state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students. (Provided at all schools, benefits all students although principally directed to unduplicated count students).

COUNSELORS/SOCIAL WORKERS:

The district-wide use of supplemental funding to increase counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners.

PROFESSIONAL GROWTH AND DEVELOPMENT:

Professional development on ELA/ELD standards will be conducted with adoption of ELA/ELD curriculum. Professional learning will be provided for effective instructional strategies to support English learners in English Language Development. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, and engage in collaboratively planning with peers.

BILINGUAL ASSISTANTS:

The district provides 5.0 FTE classified instructional assistants to support English Language Development for English Learners.

SUPPLEMENTAL PERSONNEL:

Certain schools hire additional staff, as needed, to provide intervention for students with academic needs.

SUMMER BRIDGE PROGRAM:

The district operates a 4 week summer school (2, 2 week session) to provide intervention for Unduplicated Count Students needing additional supports in literacy and mathematics.

The Unduplicated Count Students will receive increased or improved services through the following actions/services:

DIGITAL 1:1 LEARNING INITIATIVE: Increases learning resources and provides a personalized learning environment for unduplicated count students. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom and provides access to and equity for programs and resources throughout the District and for all sub-groups of students. Each unduplicated count student has a digital device that can allow them to access digital instructional materials, software programs, apps, and on-line resources tailored to their unique needs.

LANGUAGE ARTS SPECIALIST OR INTERVENTION RESOURCE TEACHERS: Increases the number of adults available to support all unduplicated count students. The district provides a Language Arts Specialist or Intervention Resource Teacher at each school site. The Language Arts Specialist or the Intervention Resource Teacher shall provide site level leadership to the staff in the implementation of the common core standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction.

CURRICULUM RESOURCE TEACHERS: Increases the number of adults available to support all unduplicated count students. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of common core state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students.

COUNSELORS/SOCIAL WORKERS: Increases the number of adults available to support all unduplicated count students. Expanding counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners.

PROFESSIONAL GROWTH AND DEVELOPMENT: Increases the capacity of staff to address the specific needs of unduplicated count students. Professional development on ELD standards will be conducted with adoption of ELA/ELD curriculum. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated

count students.

CURRICULUM AND INSTRUCTIONAL MATERIALS: Provides additional learning resources for unduplicated count students.

BILINGUAL ASSISTANTS: Increases direct services to English Learners to support their English Language Development

SUPPLEMENTAL PERSONNEL: Increases the number of adults available to support all unduplicated count students.

ATTENDANCE AND BEHAVIORAL INCENTIVES: Increases student engagement in school activities.

PARENT WORKSHOPS: Increases the involvement of parents in the school community.