

Santee School District



# Local Control Accountability Plan (LCAP)

## *2021 Executive Summary*

### *Board of Education*

Barbara Ryan, *President*

Elana Levens-Craig, *Vice President*

Dianne El-Hajj, *Clerk*

Ken Fox, *Member*

Dustin Burns, *Member*

### *Executive Council*

Dr. Kristin Baranski, *Superintendent*

Dr. Stephanie Pierce, *Assistant Superintendent of Educational Services*

Karl Christensen, *Assistant Superintendent of Business Services*

Tim Larson, *Assistant Superintendent of Human Resources/Pupil Services*

### **Executive Summary**

President’s Message, Vision & Mission Statements, Student Profile .....	2
California’s Eight State Priority Areas .....	3
Board of Education Goals.....	3
Status of LCAP Actions/Services Implementation .....	4
Metrics and Data for Eight State Priority Areas.....	6
• Conditions of Learning.....	7
• Pupil Outcomes .....	8
• Engagement.....	10
Stakeholder Input Timeline.....	12
Key Terms.....	12

## President's Message

*The past year has presented many challenges for everyone – families, staff, community, and the Board of Education – all who share the goal of providing the best educational experience possible for our students. The development of this year's LCAP is more important than ever. Your perspective and recommendations are also more important than ever as we continue our goal to develop a plan that will make a positive impact in the lives of our students each and every day. We truly appreciate the efforts of each of you in crafting and refining this document. Thank you!*

*- Barbara Ryan, President  
Santee School District Board of Education*

## Vision & Mission Statements

### Vision Statement

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

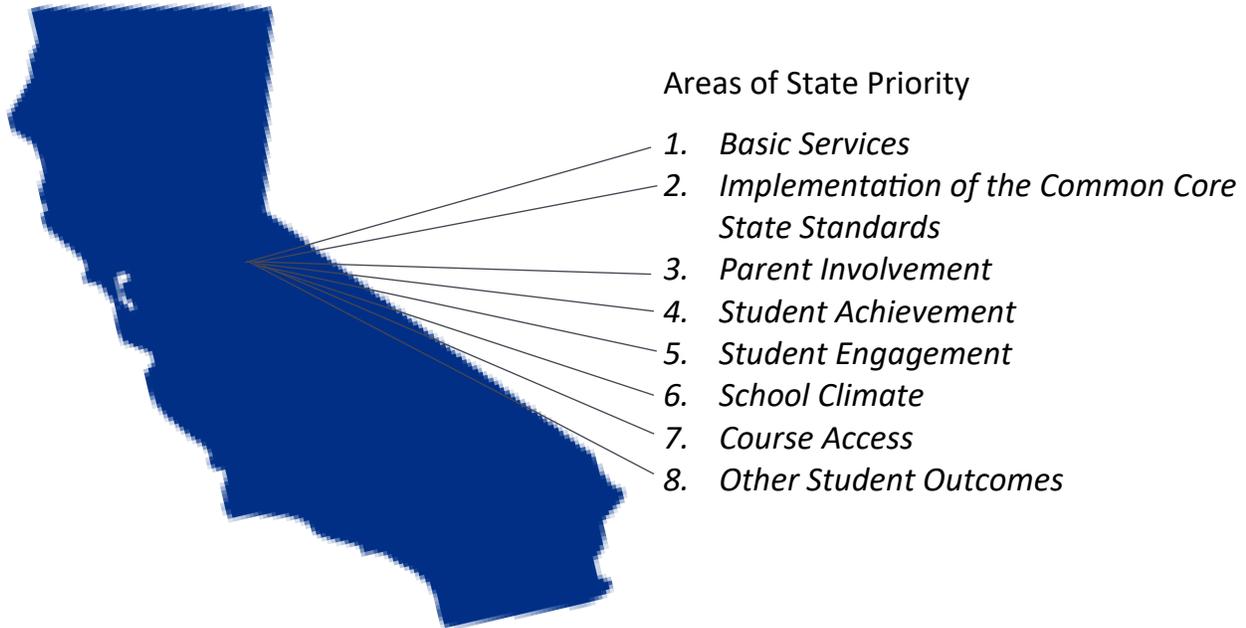
### Mission Statement

*Providing an extraordinary education in an inspiring environment with caring people*

## Student Profile



## California's Eight State Priority Areas



## Santee School District's Board of Education Goals

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

## Status of LCAP Actions/Services Implementation

Learning Continuity and Attendance Plan (LCP) Section	Action	Total Estimated Cost	Contributes to Increased or Improved Services for Unduplicated Pupil
<b>IN-PERSON INSTRUCTIONAL OFFERINGS</b>	Procure supplies, materials, equipment, and services for personal protection, hygiene, health and safety, and disinfecting	\$450,000	No
	Hire/procure additional Health Clerks and/or Licensed Vocational Nurses to address increased health needs of students	\$250,000	No
	Hire/provide additional Campus Aides to supervise students in classrooms during lunch and in the COVID-19 room	\$60,000	No
	Procure single student desks/tables to allow maximum spacing between students	\$250,000	No
	Provide additional budget allocation to schools to purchase additional student supplies and books to avoid sharing	\$172,000	No
<b>DISTANCE LEARNING PROGRAM</b>	Hire/reassign 31 General Education classroom teachers for the long-term (full-year) distance learning program	\$2,680,000	Yes
	Provide funding to schools for additional days for their teacher leadership team to plan for reopening necessary to implement distance learning and hybrid, in-person instruction	\$30,000	Yes
	Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	\$ 50,000	Yes
	Supplement Project SAFE, YALE Preschool, and State Preschool programs to provide childcare options for staff members, essential workers, and other families during school closures	\$950,000	No
	Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction	\$119,000	Yes
	Contract for professional development opportunities for teachers to improve skills for distance learning	\$20,000	Yes
	Provide 3.0 FTE Curriculum Resource Teachers to provide professional learning opportunities and coaching for teachers to improve skills necessary for distance learning and hybrid in-person instruction	\$370,000	Yes

LCP Section	Action	Total Estimated Cost	Contributes to Increased or Improved Services for UPC
<b><i>DISTANCE LEARNING PROGRAM (cont.)</i></b>	Provide an Extended School Year Program for students with disabilities during the summer in a distance learning format and conduct assessments of preschool children with special needs to determine appropriate placement and support options	\$100,000	Yes
	Provide IPADs for students in Transitional Kindergarten program who were not previously provided one under the District's 1:1 Digital Learning Program	\$38,000	Yes
	Procure SeeSaw learning management system software for grades TK-3	\$25,000	Yes
<b><i>PUPIL LEARNING LOSS</i></b>	Hire/provide 7 additional Intervention Resource Teachers to provide support for students experiencing learning loss during school closures	\$610,000	Yes
	Procure supplemental intervention materials and software which includes iReady English Language Arts and Math, Lexia for English Language Arts, Dreambox for Mathematics, and ebooks for College Preparatory Mathematics (CPM)	\$390,000	Yes
<b><i>MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING</i></b>	Provide 7 Counselors/Social Workers to address the social-emotional needs of students	\$1,060,000	Yes
	Provide 1 additional School Psychologist to assess and support exceptional learners	\$90,000	Yes
	Procure and implement Second Step social-emotional learning curriculum and provide necessary professional development for teachers	\$130,000	Yes
<b><i>SCHOOL NUTRITION</i></b>	Provide additional funding for staff needed to prepare and serve meals for students during distance learning and hybrid in-person instruction	\$70,000	No
<b><i>PUPIL ENGAGEMENT AND OUTREACH</i></b>	Provide Student Attendance Clerks and Director, Pupil Services and Student Well-Being to monitor student attendance and engagement and implement strategies to improve	\$425,000	Yes
<b>Total Contributing</b>	<b>Total Contributing</b>	<b>\$7,007,000</b>	
<b>Total Non-Contributing</b>	<b>Total Non-Contributing</b>	<b>\$2,382,000</b>	
<b>Grand Total</b>	<b>Grand Total</b>	<b>\$9,389,000</b>	

# Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20
Total Enrollment	6,788	6,826	6,792	-34	6,220,413	6,186,278	6,163,001	-23,277
Percent of Students Socio-economically Disadvantaged	42.20%	41.30%	38.20%	-3.10%	61.60%	60.90%	60.70%	-0.20%
Percent of English Learners	9.60%	9.50%	8.70%	-0.80%	20.90%	19.30%	18.60%	-0.70%
Percent of Students with Disabilities	12.40%	13.60%	14.60%	1.00%	11.50%	11.70%	11.70%	0.00%

2019 California School Dashboard - Santee School District					
State Indicators	All Students	English Learners	Low Income	Students with Disabilities	Foster Youth & Homeless
Chronic Absenteeism	Green	Orange	Yellow	Yellow	Orange
Suspension Rate	Orange	Orange	Orange	Orange	Red
English Learner Progress	N/A	N/A	N/A	N/A	N/A
English Language Arts	Yellow	Orange	Orange	Orange	N/A
Mathematics	Yellow	Orange	Orange	Orange	N/A

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

California School Dashboard - 2019 Santee School District - Greatest Needs		
State Indicators	Student Group and Performance Level	
	ORANGE	RED
Chronic Absenteeism	English Learners and Foster Youth	None
Suspension Rate	English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White	Foster Youth and Homeless
English Language Arts	African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities	None
Mathematics	African American, English Learners, Hispanic, Homeless, and Students with Disabilities	None

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

California School Dashboard - 2019 Santee School District - Performance Gaps		
State Indicators	Student Group and Performance Level	
	Green	Orange
Chronic Absenteeism	All Students	English Learners and Foster Youth
	Performance Color 2 Level Gap 	

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

<b>Conditions of Learning</b>					
<b>1. Basic Services</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>Change between 2018-19 &amp; 2019-20</b>	<b>Comments</b>
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2019-20 Target
Highly Qualified Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2019-20 Target
Credentialed Teacher Teaching Outside of Subject	0.0%	0.0%	0.0%	0.0%	Met 2019-20 Target
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2019-20 Target
Number of Curriculum Resource Teachers	3	3	3	0	Met 2019-20 Target
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2019-20 Target
Student Lacking Own Copy of Textbook Rate	0.0%	0.0%	0.0%	0.0%	Met 2019-20 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2019-20 Target
Local Facility Inspection Rating	3.08	3.13	3.13	0.0%	Maintained
<b>2. Implementation of State Standards</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>Change between 2018-19 &amp; 2019-20</b>	<b>Comments</b>
District Reading Assessment: Santee School District Identified	74.84%	62.78%	69.33%	6.55%	Increased from 2018-19 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	78.20%	76.50%	78.00%	1.50%	Increased from 2018-19 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	73.30%	72.90%	73.00%	0.10%	Increased from 2018-19 percent of students meeting or exceeding standard
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	Met	Met	Met	Met	Observation data collected in 2019-20 included standards based evidence
<b>7. Course Access</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>Change between 2018-19 &amp; 2019-20</b>	<b>Comments</b>
CTE Enrollment Rate	N/A	N/A	N/A	N/A	Santee is an Elementary School District and CTE courses are only offered at high school
English Learners Enrolled in Programs and Services for Integrated and Designated English Language	100%	100%	100%	0.0%	Met target
Student Electives	40	42	43	1	Met target

# Data Analysis

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

### Basic Services

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

### Implementation of State Standards [Change between 2018-19 and 2019-20]

- 1.50 percentage point increase in students near or above standard as measured by the CAASPP ELA interim assessments
- 0.10 percentage point increase in students near or above standard as measured by the CAASPP Mathematics interim assessments

### Course Access

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

## Stakeholder Conclusion and Input Notes

Pupil Outcomes					
4. Pupil Achievement	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	Comments
California Assessment of Student Performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard	56.55%	55.67%	State Testing Canceled	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
California Assessment of Student Performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	49.10%	48.84%	State Testing Canceled	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
California Assessment of Student Performance and Progress (CAASPP): Science	N/A	N/A	State Testing Canceled	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3	56.00%	25.81%	State Testing Canceled	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures

Pupil Outcomes, continued					
4. Pupil Achievement	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	Comments
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3	28.00%	12.91%	State Testing Canceled	N/A	California Department of Education waived CAASPP testing requirements in 2019-20 due to school closures
English Learner Progress Indicator (ELPI) California School Dashboard.	N/A	53.90%	State Testing Canceled	N/A	California Department of Education waived CA Dashboard requirements for ELPI in 2019-20 due to school closures
English Learner Reclassification Rate	8.8%	11.10%	14.20%	3.1%	English Learner reclassification rate increased from 2018-19
8. Other Pupil Outcomes	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	Comments
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	49.30%	56.62%	State Testing Canceled	N/A	California Department of Education waived Physical Fitness testing requirements in 2019-20 due to school closures

## Data Analysis

### Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes

#### Pupil Achievement [Change between 2018-19 and 2019-20]

- In March 2020, the U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Santee School District did not administer CAASPP assessments due to school closures that occurred on March 16<sup>th</sup>, 2020 for the remainder of the school year
- The English Learner Performance Index (ELPI) was not reported in 2019-20 due to the statewide accountability and reporting waiver
- 3.10 percentage point increase in the District’s English Language Reclassification rate

#### Other Pupil Outcomes [Change between 2018-19 and 2019-20]

- Physical Fitness testing was waived in 2019-2020

## Stakeholder Conclusion and Input Notes

## Metrics and Data for Eight State Priority Areas, continued

Engagement					
3. Parent Involvement	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	Comments
Number of Volunteer Hours	40,057	43,918	27,641	-16,277	Decrease in previous year volunteer hours due to school closures
Number of Parent Committee Members	241	248	260	12	Number of parent committee members increased slightly
5. Pupil Engagement	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	Comments
Attendance Rate	95.83%	95.90%	96.00%	0.10%	Increase in previous year's attendance rate
Chronic Absenteeism Rate	7.10%	7.00%	2.18%	-4.82%	Decrease in chronic absenteeism rate; data represents partial year due to school closures
Middle School Dropout Rate	One or more grade levels have zero enrollment and a rate cannot be calculated.				

6. School Climate	2017-18	2018-19	2019-20	Change between 2018-19 & 2019-20	Comments
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	8.69 : 1,000	9.82 : 1,000	16.20 : 1,000	6.38 : 1,000	Increase in SART contract rate
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	0.44 : 1,000	0.15 : 1,000	0.44 : 1,000	0.29 : 1,000	Increase in SARB referrals
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in expulsion rate
Suspension Rate	4.40%	4.30%	2.40%	-1.90%	Decreased suspension rate; data represents partial year due to school closures
4th – 8th Graders Feeling Safe at School (Panorama Survey - Safety)	N/A	N/A	78.01%	N/A	Baseline Data: Transitioned to Panorama Survey in 2019-2020
4th – 8th Graders Responding Favorable for School Connectedness (Panorama Survey - Sense of Belonging)	N/A	N/A	74.59%	N/A	Baseline Data: Transitioned to Panorama Survey in 2019-2020

# Data Analysis

## Engagement: Parent Involvement, Pupil Engagement, and School Climate

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

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

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

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

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

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

## Stakeholder Conclusion and Input Notes

## Santee School District

Cajon Park

Carlton Hills

Carlton Oaks

Chet F. Harritt STEAM

Hill Creek

Pepper Drive

PRIDE Academy

Rio Seco

Sycamore Canyon

Santee Success Program

Alternative School



*QR Code to submit  
Stakeholder Input*



## Stakeholder Input Timeline

Action Step	Venue/Method	Date/Time Period
LCAP Annual Review with Community Stakeholders	LCAP Meeting	March 11, 2021
Obtain parent/staff comments/questions on draft	District Advisory Council (DAC) Meeting	May 13, 2021
Obtain parent/staff comments/questions on draft	District-level English Language Advisory Council (DELAC)	May 21, 2021
Conduct Public Hearing	Board Meeting	June 4, 2021
Adopt 2021-22 LCAP and District Budget	Board Meeting	June 15, 2021

### Key Terms

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