

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santee School District

CDS Code: 37683610000000

School Year: 2021-22

LEA contact information:

Dr. Stephanie Pierce

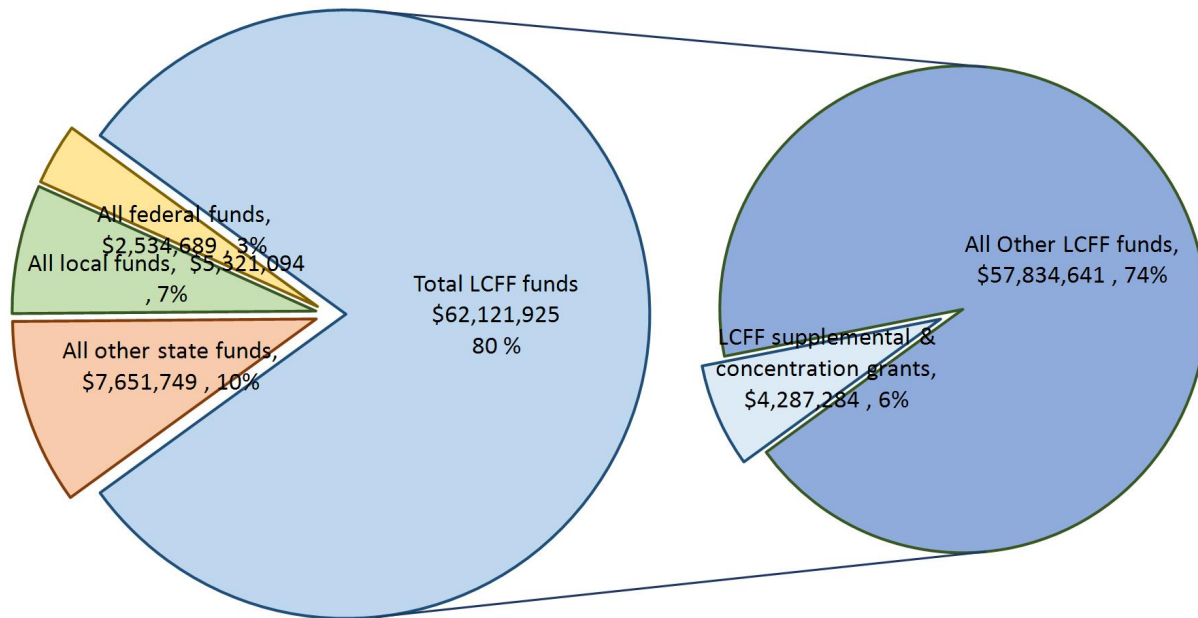
Assistant Superintendent Educational Services

619-258-2351

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 2021-22 School Year

Projected Revenue by Fund Source

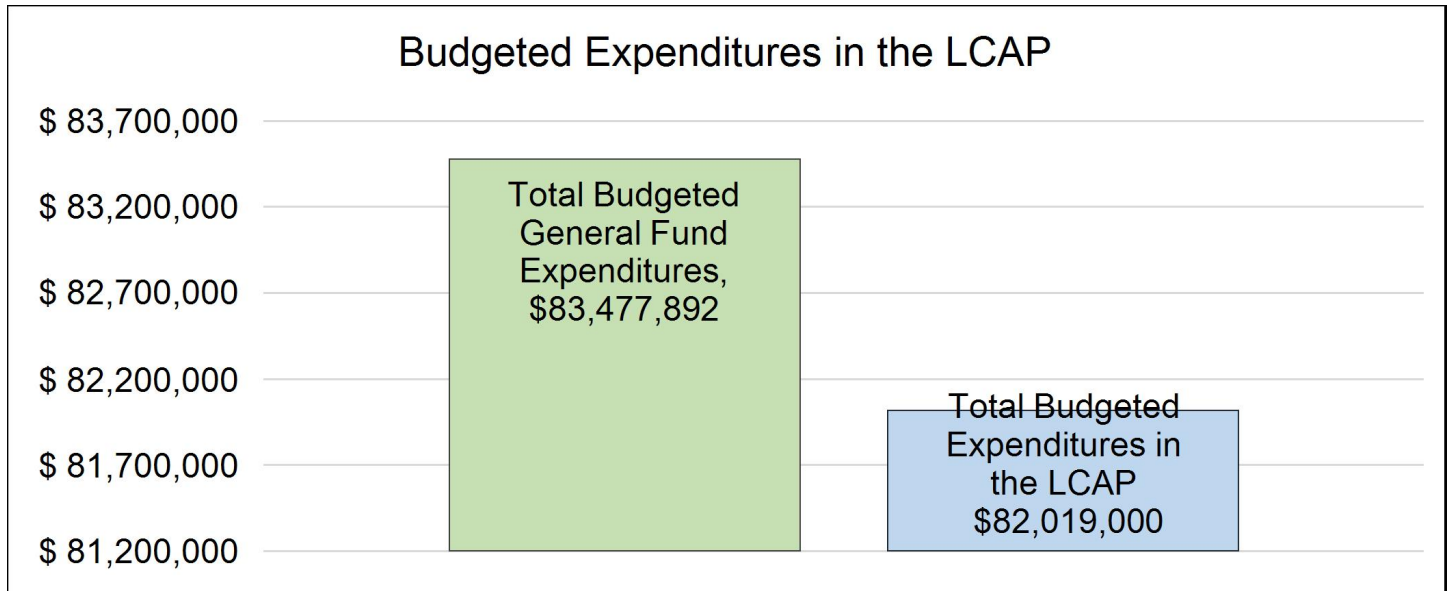


This chart shows the total general purpose revenue Santee School District expects to receive in the coming year from all sources.

The total revenue projected for Santee School District is \$77,629,457, of which \$62,121,925 is Local Control Funding Formula (LCFF), \$7,651,749 is other state funds, \$5,321,094 is local funds, and \$2,534,689 is federal funds. Of the \$62,121,925 in LCFF Funds, \$4,287,284 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.



This chart provides a quick summary of how much Santee School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Santee School District plans to spend \$83,477,892 for the 2021-22 school year. Of that amount, \$82,019,000 is tied to actions/services in the LCAP and \$1,458,892 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP are:

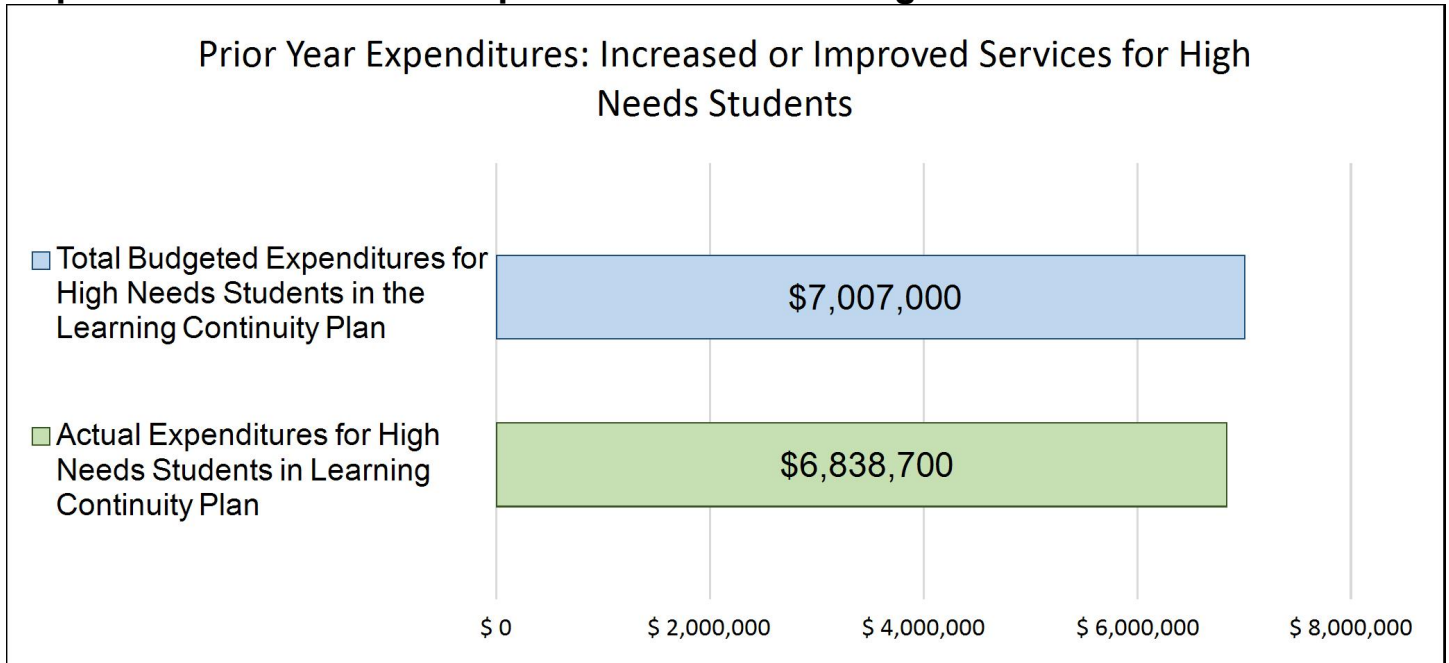
- 1) \$501,000 from Title I
- 2) \$7,000 from Title II
- 3) \$21,000 from Title III
- 4) \$69,000 from a Dept of Defense Grant
- 5) \$243,000 for instructional materials from Prop 20 lottery funds
- 6) \$35,000 from Tobacco Use Prevention Grant
- 7) \$583,000 from After School Education and Safety Grant
- 8) Total = \$1,459,000

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Santee School District is projecting it will receive \$4,287,284 based on the enrollment of foster youth, English learner, and low-income students. Santee School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santee School District plans to spend \$9,613,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Santee School District budgeted last year in the Learning Continuity Plan 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 2020-21, Santee School District's Learning Continuity Plan budgeted \$7,007,000 for planned actions to increase or improve services for high needs students. Santee School District actually spent \$6,838,700 for actions to increase or improve services for high needs students in 2020-21.

All planned actions and services were fully implemented with fidelity. The difference between budgeted and actual expenditures for high needs students was less than 2.5% and did not impact the overall increased or improved services for these students.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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
<p>Metric/Indicator CAASPP English Language Arts</p> <p>19-20 65% Meet or Exceed Standard as measured by CAASPP SBAC English Language Arts</p> <p>Baseline 58% Met or Exceeded Standard</p>	<p>55.67% Met or Exceeded Standard as measured by the 2018-19 CAASPP SBAC English Language Arts assessment. The CAASPP was not administered in 2019-20 due to school closures for the pandemic.</p>
<p>Metric/Indicator CAASPP Mathematics</p> <p>19-20 59% Meet or Exceed Standard as measured by CAASPP SBAC Math</p> <p>Baseline 50% Met or Exceeded Standard</p>	<p>48.84% Met or Exceeded Standard as measured by the 2018-19 CAASPP SBAC Mathematics assessment. The CAASPP was not administered in 2019-20 due to school closures for the pandemic.</p>
<p>Metric/Indicator California Alternative Assessment (CAA) English Language Arts</p> <p>19-20</p>	<p>25.81% achieved Level 2 or Level 3 as measured by the 2018-19 CAASPP CAA English Language Arts assessment. The CAASPP was not administered in 2019-20 due to school closures for the pandemic.</p>

Expected	Actual
<p>40% achieving Level 2 or Level 3 as measured by CAASPP CAA English Language Arts</p> <p>Baseline 28% achieving Level 2 or Level 3</p>	
<p>Metric/Indicator California Alternative Assessment (CAA) Mathematics</p> <p>19-20 33% achieving Level 2 or Level 3 as measured by CAASPP CAA Math</p> <p>Baseline 18% achieving Level 2 or Level 3</p>	<p>12.91% achieved Level 2 or Level 3 as measured by the 2018-19 CAASPP CAA Mathematics assessment. The CAASPP was not administered in 2019-20 due to school closures for the pandemic.</p>
<p>Metric/Indicator Implementation of State Standards as measured by classroom observation tool</p> <p>19-20 Maintain as measured by Classroom Observation CCSS Implementation Data Tool with Google analytical output</p> <p>Baseline Classroom observation data demonstrated evidence of implementation of state standards</p>	<p>Classroom Observation CCSS Implementation Data Tool for 2019-20 with Google analytical output: 100% Maintained</p>
<p>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</p> <p>19-20 Maintain as measured by Master Schedule with additional English Learner support</p> <p>Baseline Master Schedule: Courses offered with additional support for all English Learners</p>	<p>Master Schedule with designated English Learner support courses: 100% Maintained</p>

Expected	Actual
<p>Metric/Indicator English Learner AMAO 1 (annual growth) as measured by CELDT English Learner AMAO 2 as measured by CELDT</p> <p>19-20 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.</p> <p>Baseline AMAO 1 = 58.6% AMAO 2 = 43.3%</p>	<p>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 was not reported in the fall of 2020 with status, growth, and performance color assignment. In 2019, ELPI reported status only: Medium performance level</p> <p>38.4% of English Learners improving performance level or maintaining standard met as measured by iReady Reading local assessment for 2019-20.</p>
<p>Metric/Indicator English Learner Reclassification Rate</p> <p>19-20 22.0% of English Learners reclassified as Fluent-English Proficient (RFEP) as measured by the Santee School District's reclassification criteria</p> <p>Baseline 20.6% of English Learners reclassified as Fluent-English Proficient (RFEP)</p>	<p>11.1% of English Learners reclassified as Fluent-English Proficient (RFEP)</p>
<p>Metric/Indicator Credentialed Teacher Rate</p> <p>19-20</p>	<p>Credentialed Teacher Rate: 100.0% maintained</p>

Expected	Actual
<p>100% of teachers credentialed as measured by Credentialed Teacher Rate</p> <p>Baseline 100.0% of teachers credentialed</p>	
<p>Metric/Indicator Appropriately Credentialed and Assigned Teacher Rate</p> <p>19-20 100.0% Appropriately Credentialed and Assigned Teacher Rate</p> <p>Baseline 100.0% appropriately credentialed and assigned</p>	<p>Appropriately Credentialed and Assigned Teacher Rate: 100.0% maintained</p>
<p>Metric/Indicator Credentialed Teacher Teaching Outside of Subject Area Rate</p> <p>19-20 0% of teachers assigned outside of subject area rate</p> <p>Baseline 0% of teachers assigned outside of subject area</p>	<p>0% of teachers assigned outside of subject area maintained</p>
<p>Metric/Indicator Teacher of English Learners Mis-assignment Rate</p> <p>19-20 0% of teachers without English Language Development authorization</p> <p>Baseline 0% of teachers without English Language Development authorization</p>	<p>0% of teachers without English Language Development authorization maintained</p>
<p>Metric/Indicator Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials</p> <p>19-20</p>	<p>Percent of students with access to CCSS aligned material (Annual Resolution of Sufficiency of Instructional Materials): 100% maintained</p>

Expected	Actual
<p>Maintain 100% of students with access to CCSS aligned material as measured by Annual Resolution of Sufficiency of Instructional Materials</p> <p>Baseline Maintained 100% of students with access to standards aligned textbooks</p>	
<p>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</p> <p>19-20 Maintain pupil enrollment in a broad course of study as measured by the master scheduled with designated English Learner support courses</p> <p>Baseline Maintain pupil enrollment in a broad course of study</p>	<p>Pupil enrollment in a broad course of study: 100% Maintained</p>
<p>Metric/Indicator State School Facility Inspection Tool (FIT)</p> <p>19-20 Maintain 100% as measured by State School Facility Inspection Tool (FIT)</p> <p>Baseline 100%</p>	<p>State School Facility Inspection Tool (FIT): 100% maintained</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>BASE: Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> 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 	<p>Major Object Codes 1000 thru 7999 0000: Unrestricted LCFF Base 54,950,000</p> <p>Resources 3310, 3315, 3327, 3345, 6500, 6512 Multiple Object Codes Special Education 5,500,000</p> <p>Other Unrestricted Sources Multiple Object Codes Other 1,500,000</p> <p>Other Restricted Source - STRS On Behalf Entry 3000-3999: Employee Benefits Other 2,500,000</p>	<p>Major Object Codes 1000 thru 7999 0000: Unrestricted LCFF Base 54,235,000</p> <p>Resources 3310, 3315, 3327, 3345, 6500, 6512 Multiple Object Codes Special Education 5,900,000</p> <p>Other Unrestricted Sources Multiple Object Codes Other 3,760,000</p> <p>Other Restricted Source - STRS On Behalf Entry 3000-3999: Employee Benefits Other 4,040,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations</p> <p>13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program</p> <p>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</p> <p>15) Employee compensation structure and work environment that attracts and retains highly qualified staff</p> <p>16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP)</p>		
<p>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</p>	<p>Resource 0000-603 and 0944-603 0000: Unrestricted LCFF Supplemental 1,007,000</p> <p>Resource 3010-603 Multiple Object Codes Title I 113,000</p> <p>Resource 4035-603 Multiple Object Codes Title II 107,000</p>	<p>Resource 0000-603 and 0944-603 0000: Unrestricted LCFF Supplemental 929,100</p> <p>Resource 3010-603 Multiple Object Codes Title I 15,200</p> <p>Resource 4035-603 Multiple Object Codes Title II 75,000</p> <p>Resource 4203-603 Multiple Object Codes Title III 1,700</p>
<p>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.</p>	<p>Site 091 Multiple Object Codes LCFF Supplemental 240,000</p>	<p>Site 091 Multiple Object Codes LCFF Supplemental 38,000</p>
<p>SUPPLEMENTAL: Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff</p>	<p>Transfer to Fund 40</p>	<p>Transfer to Fund 40 7000-7439: Other Outgo LCFF Supplemental 820,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
devices, student devices, and infrastructure equipment as they become obsolete	7000-7439: Other Outgo LCFF Supplemental 820,000	
<p>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:</p> <ol style="list-style-type: none"> 1) Achieve 3000 2) Dreambox 3) Safari Montage 4) SchoolNET 	<p>Resource 0927-602 4000-4999: Books And Supplies LCFF Supplemental 88,000</p> <p>Resource 6300-602 4000-4999: Books And Supplies Lottery 100,000</p>	<p>Resource 0927-602 4000-4999: Books And Supplies LCFF Supplemental 89,800</p> <p>Resource 6300-602 4000-4999: Books And Supplies Lottery 105,200</p>
<p>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</p>	Object 1100-035 1000-1999: Certificated Personnel Salaries LCFF Supplemental 348,000	Object 1100-035 1000-1999: Certificated Personnel Salaries LCFF Supplemental 373,000
<p>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</p>	Resource 0944-603 1000-1999: Certificated Personnel Salaries LCFF Supplemental 23,000	Resource 0944-607 1000-1999: Certificated Personnel Salaries LCFF Supplemental 9,000
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	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 21,200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Resource 3010-601, Certificated and Classified Salaries Multiple Object Codes Title I 138,000	Resource 3010-601, Certificated and Classified Salaries Multiple Object Codes Title I 224,800
<p>TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas</p>	<p>Resource 0000-066, Object 2100-005 2000-2999: Classified Personnel Salaries LCFF Supplemental 152,000</p> <p>Resource 4035, Object 2100-005 2000-2999: Classified Personnel Salaries Title III 46,000</p>	<p>Resource 0000-066, Object 2100-005 2000-2999: Classified Personnel Salaries LCFF Supplemental 132,700</p> <p>Resource 4203, Object 2100-005 2000-2999: Classified Personnel Salaries Title III 47,300</p>
<p>TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources</p>	Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies Multiple Object Codes LCFF Supplemental 67,000	Resource 0000-105, Certificated Salaries, Classified Salaries and Books & Supplies Multiple Object Codes LCFF Supplemental 43,000
<p>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</p> <ul style="list-style-type: none"> 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 	<p>Resource 0000-602 and 0927-602 4000-4999: Books And Supplies LCFF Supplemental 445,000</p> <p>Resource 6300-602 4000-4999: Books And Supplies Lottery 98,000</p> <p>Resource 3010-602 4000-4999: Books And Supplies Title I 81,000</p>	<p>Resource 0000-602 and 0927-602 4000-4999: Books And Supplies LCFF Supplemental 49,000</p> <p>Resource 6300-602 4000-4999: Books And Supplies Lottery 16,700</p> <p>Resource 3010-602 4000-4999: Books And Supplies Title I 62,200</p> <p>Resource 4201602 and 4203602 4000-4999: Books And Supplies Title III 21,100</p>
<p>TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who</p>	Resource 0000-583, Objects 1100-098 and 1100-200 1000-1999: Certificated Personnel	Resource 0000-583, Objects 1100-098 and 1100-200 1000-1999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>are performing at lower academic levels, principally directed towards unduplicated count students</p> <p>a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students</p>	<p>Salaries LCFF Supplemental 1,087,000</p>	<p>Salaries LCFF Supplemental 1,100,000</p>
<p>SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten</p>	<p>Resource 0000-501 1000-1999: Certificated Personnel Salaries LCFF Supplemental 465,000</p>	<p>Resource 0000-501 1000-1999: Certificated Personnel Salaries LCFF Supplemental 424,000</p>
<p>SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program</p>	<p>Resource 0000-503 1000-1999: Certificated Personnel Salaries LCFF Supplemental 183,000</p>	<p>Resource 0000-503 1000-1999: Certificated Personnel Salaries LCFF Supplemental 346,000</p>
<p>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)</p>	<p>Resource 0911-000 Multiple Object Codes LCFF Supplemental 105,000</p>	<p>Resource 0911-000 Multiple Object Codes LCFF Supplemental 148,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented with fidelity and were found to be supportive for increasing or improving services for students. Generally the district assumes a variance of 10% or more to be a material difference. We had to make some changes during this year due to the coronavirus pandemic. Any available funds were used to make sure we provided our teachers with Professional Learning for distance learning and pay for instructional materials and applications to provide additional learning services for students during the spring. Our district created a number of support videos, live trainings, and office hours to teach staff how to use all of our digital resources (from our Learning Management Systems to Zoom, etc.). Those videos are accessible to all staff at anytime. Some of these modules included:

* Designing Blended/Online Course Content

- * Using a digital management system (Google Classroom, See Saw, etc)
- * Building a class community in a virtual setting
- * Teaching in an online format
- * Differentiating in distance learning

We also provided parents with many supports including hotspots and digital tools. We provided technical support for families as our district parents and guardians became partners from home in learning. The classroom walls expanded beyond the school building to students' homes. .

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The District experienced a slight decrease in 2018-19 SBAC Math and SBAC English Language Arts scores and attributes this slight decrease to the complexity of implementation of newly adopted core curriculum in both ELA/ELD and History Social Science 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. It is common to see a slight dip during implementation of new instructional practices and newly adopted curriculum.

We have also experienced a slight decrease in our local assessments in 2018-19 school year and we attribute this to more in-depth professional learning as part of our actions/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. Prior to closing schools due to the pandemic, we experienced an increase in ELA and a slight increase in Mathematics in our local measures. State testing was canceled due to the pandemic.

Some of the following action steps have been attributed to growth in improving and increasing services for our students, which include the following:

Approximately 7000 new IPADs were provided to all students in Grades K - 8. 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 purchased supplemental curriculum specific to their needs and site based context. Math core curriculum with a digital component (Math Expressions: Houghton Mifflin Harcourt) selected by teachers was also implemented. 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 is also effective. 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. We also provided specialized curriculum, instruction, and assessments to fewer students that need a higher level of support in ELA and mathematics as part of our comprehensive Multi-tiered system of supports (MTSS).

Teachers on Special Assignment have provided effective coaching and instructional support to teachers throughout the school district. In our district, we have experienced high rate of new teacher development in response to high levels of experienced teachers retiring over the last three years. Our teachers on special assignments have prioritized new teacher development in response to this change and shift in our teaching staff. They coach teachers effectively using lesson study, just in time instructional feedback, and grade level Professional Learning Communities (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. 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 calendar 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 teachers participating in PLPs over time.

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
<p>Metric/Indicator School Attendance Rate</p> <p>19-20 Increase by .02 percentage points from previous years as measured by School Attendance Rate</p> <p>Baseline 96.46%</p>	<p>School Attendance Rate: 95.90%, increase of 0.05%</p>
<p>Metric/Indicator California Healthy Kids Survey (Grade 7) School Connectedness</p> <p>19-20 62% of students responding "High" on School Connectedness as measured by California Healthy Kids Survey (Grade 7)</p> <p>Baseline 53% of students responding "High" on School Connectedness</p>	<p>63% of students responded "High" on School Connectedness as measured by the California Healthy Kids Survey (Grade 7)</p>
<p>Metric/Indicator Santee School District's Caring School Survey - 4th - 8th Graders Feeling Safe at School</p> <p>19-20</p>	<p>90.97% of students respond feeling safe at school as measured by the Santee School District's Caring School Survey (4th - 8th Grade)</p>

Expected	Actual
<p>94.5% of students respond feeling safe at school as measured by School District's Caring School Survey (4th - 8th Grade)</p> <p>Baseline 91.5% of students respond feeling safe at school</p>	
<p>Metric/Indicator Suspension Rate</p> <p>19-20 5.50% as measured by the Suspension Rate</p> <p>Baseline 5.70%</p>	<p>Suspension Rate: 4.3%</p>
<p>Metric/Indicator Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)</p> <p>19-20 51.00% meeting at least 5 out of 6 HFZ standards as measured by the CA Physical Fitness Test Results</p> <p>Baseline 49.30% meeting at least 5 out of 6 HFZ standards</p>	<p>50.00% meeting at least 5 out of 6 of the Healthy Fitness Zone standards as measured by the CA Physical Fitness Test</p>
<p>Metric/Indicator Chronic Absenteeism Rate</p> <p>19-20 Decrease by .02 percentage points from previous year as measured by Chronic Absenteeism Rate</p> <p>Baseline 5.88%</p>	<p>Chronic Absenteeism Rate: 7.00%, an increase of 0.6 percentage points from previous year</p>

Expected	Actual
<p>Metric/Indicator Expulsion Rate</p> <p>19-20 Maintain 0.0% as measured by the Expulsion rate</p> <p>Baseline 0.0%</p>	<p>Expulsion Rate: 0.0% maintained</p>
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 Maintain 0.0% as measured by the Middle School Dropout Rate</p> <p>Baseline 0.0%</p>	<p>Middle School Dropout Rate: 0.0% maintained</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives</p>	<p>Resource 0000-604 4000-4999: Books And Supplies LCFF Supplemental 13,000</p>	<p>Resource 0000-606 4000-4999: Books And Supplies LCFF Supplemental 23,000</p>
<p>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</p> <p>a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities</p> <p>b) Track progress for students who are chronically absent and provide support</p>	<p>Object 1200-055, 1200-056 1000-1999: Certificated Personnel Salaries LCFF Supplemental 690,000</p> <p>Resource 5810-950 - Dept of Defense Grant, Object 1200-055 1000-1999: Certificated Personnel Salaries Other 33,000</p> <p>Resource 5630-413 - MediCAL Reimbursement 2000-2999:</p>	<p>Object 1200-055, 1200-056 1000-1999: Certificated Personnel Salaries LCFF Supplemental 725,200</p> <p>Resource 5810-950 - Dept of Defense Grant, Object 1200-055 1000-1999: Certificated Personnel Salaries Federal Funds 36,800</p> <p>Resource 5630-413 - MediCAL Reimbursement 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c) Director Community Collaborative for overseeing mental health/counseling services and social-emotional learning	Classified Personnel Salaries Other 62,000 Resource 3010-800, Object 1200-056 1000-1999: Certificated Personnel Salaries Title I 17,000	Classified Personnel Salaries Federal Funds 55,800 Resource 3010-800, Object 1200-056 1000-1999: Certificated Personnel Salaries Title I 17,300 Resource 6690 - TUPE 2000-2999: Classified Personnel Salaries Other 5,900
<p>SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include:</p> <ul style="list-style-type: none"> 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 	Resource 0000-604 and Object 1300-019 Multiple Object Codes LCFF Supplemental 87,000	Resource 0000-604 and Object 1300-019 Multiple Object Codes LCFF Supplemental 93,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented with fidelity and were found to be effective. Generally, the District assumes a variance of 10% or more to be a material difference. We were able to expend most of these funds even with the pandemic shut down in March. Some of the following services helped to connect students and families to school once we had to close schools in March.

Counseling services were increased from 3.4 FTE to 7.0 FTE over the last 3 years of this LCAP implementation. We increased the scope of work for two administrators 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 as a portion of their work. Counselors and Vice Principals designed an attendance plan with the Director of Pupil Services to decrease Chronic Absenteeism and improve overall attendance. We found all of these supports were essential in locating and supporting students after our schools closed due to the pandemic. We had to do several home visits and find supports to connect our student to their teachers for distance learning beginning April 2020. Most funds were expended to further support students in need.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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. We have continued to encourage students finding ways to exercise at home for health even after the school closures. We included ideas for exercising as asynchronous activities.

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) team. 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. We continue to strive to build more resilient students and mental health needs continue to pose challenges. Our counselors do make a difference for less significant mental health issues. We use a referral process to support students that are in need of more intensive services for mental health issues. In the last several years, we have seen an increase in students with mental health and emotional needs. The pandemic has continued to add to these issues.

Our schools are also participating in professional development and implementation on programs such as Restorative Practices, Sanford Harmony, and Trauma Informed Care. 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) as part of our MTSS program. We are also piloting and adopting Social Emotional Curriculum in the 2019-20 school year and support our MTSS program to further increase student engagement and a sense of school connectedness.

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
<p>Metric/Indicator Parent/community volunteer hours</p> <p>19-20 Maintain or increase from previous year as measured by Parent/community volunteer hours</p> <p>Baseline 50,580 volunteer hours</p>	<p>Parent/community volunteer hours: 43,918 hours, an increase from previous year</p>
<p>Metric/Indicator Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)</p> <p>19-20 Maintain or increase participation rate as measured by Participation on Parent/community committees at the site and district level</p> <p>Baseline 241 participants</p>	<p>Increase in the number of parents participating from 241 to 248</p>
<p>Metric/Indicator Review of meeting minutes for participation in parent input committees</p> <p>19-20</p>	<p>Review of meeting minutes from 3 DAC and DELAC meetings indicates participation of parents and parent input.</p>

Expected	Actual
<p>Maintain as measured by review of meeting minutes for 3 DAC and DELAC meetings for participation and parent input</p> <p>Baseline Minutes demonstrate parent and community participation</p>	
<p>Metric/Indicator Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs</p> <p>19-20 Maintain or increase number of events as measured by Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs</p> <p>Baseline Number of workshops and events that were advertised by flyer: 32</p>	<p>Slight increase in the number of events from 41 to 44</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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:</p> <p>a) Director Community Collaborative to oversee improving and increasing parent involvement</p> <p>b) Develop and implement a District APP to improve parent communication and engagement</p>	<p>Resource 0000-605, Major Object 2000 for childcare and 4000 for supplies Multiple Object Codes LCFF Supplemental 40,000</p> <p>Resource 3010-605, Major Object 2000 for childcare and 4000 for supplies Multiple Object Codes Title I 9,000</p> <p>Resource 5640-413 - MediCAL Reimbursement, Object 2900-009 2000-2999: Classified Personnel Salaries Other 13,000</p>	<p>Resource 0000-605, Major Object 2000 for childcare and 4000 for supplies Multiple Object Codes LCFF Supplemental 1,100</p> <p>Resource 3010-605, Major Object 2000 for childcare and 4000 for supplies Multiple Object Codes Title I 1,900</p> <p>Resource 5640-413 - MediCAL Reimbursement, Object 2900-009 2000-2999: Classified Personnel Salaries Other 11,200</p> <p>Resource 6690 TUPE 2000-2999: Classified Personnel Salaries Other 1,100</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Resource 5810 Dept of Defense Grant 2000-2999: Classified Personnel Salaries Federal Funds 700

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented with fidelity and were found to be effective. We did have about a 10% variance due to the pandemic and closing schools in March 2020. Some schools were not able to have all of their parent events as planned. Schools shifted to provide materials for students to use in the home and support families with learning tools. We also held virtual learning opportunities for parents as our parents became partners in education in a very short amount of time. We also worked with families to address the continuity of learning after our closure with distance learning and learning continuity starting right after our spring break last year in April 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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 had experienced a decrease in parent volunteers at the schools due to more parents returning to work full time and after the closure of schools due to the pandemic. After reviewing 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 liaisons to provide more innovative ways for parents to engage parents both for volunteering and participation in decision making.

On March 13th, San Diego County's shelter-in-place order suddenly changed the lives of thousands of families in the Santee School District. In consultation with the County Office of Education, other San Diego County school districts, and the County Health Department, the district closed its nine schools and began transitioning to distance learning. We did offer transition childcare for two days on March 16th and 17th to support families and give them time to make alternative arrangements for the care of their children. For the first week of the closure, our child nutrition department and central office leaders distributed meals, instructional staff developed distance learning expectations, and the district distributed iPads to students who did not have them at home using drive-through service. We surveyed families right away to determine whether they had access to internet, ordered hotspots to support any families without connectivity, and partnered with Cox to offer no or low- cost internet. By the second week, distance learning began and printed materials were made available to support all learners. The third week started the two-week Spring break. Immediately after

break, the district began adjusting its grading policy and tracking students' distance learning engagement. An administrator was assigned to contact any families from whom we were not receiving response. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens.

Planning for school closures had already been ongoing for weeks prior to the actual closure—beginning as early as late February. When the first communication about COVID-19 within the Santee community circulated, the district started experiencing a significant increase in requests for students to be on independent study contracts.

As they designed their COVID-19 response, Santee administrators considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. It has been essential to build a strong relationship with our families throughout this crisis. We have seen a large increase in families accessing our Facebook posts for information and in visits to our website. We provided communication translated in Spanish and Arabic. We also provided translation services when necessary for family meetings.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire 10 additional teachers to reduce class sizes for General Education classes in Grades 4 through 8	\$870,000	\$718,000	Yes
Hire/provide additional Site and Night Custodians for each school to allow frequent disinfecting of high-touch surfaces and restrooms	\$180,000	\$169,000	No
Hire/provide additional Campus Aides to supervise students in classrooms during lunch and in the COVID-19 isolation ward	\$60,000	\$19,000	No
Hire/procure additional Health Clerks and/or Licensed Vocational Nurses to address increased health needs of students, including the COVID-19 isolation ward	\$250,000	\$52,000	No
Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, health and safety, and disinfecting	\$450,000	\$1,158,000	No
Procure single student desks/tables to allow maximum spacing between students	\$250,000	\$258,000	No
Provide additional budget allocation to schools to purchase additional student supplies and books to avoid sharing	\$172,000	\$152,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The District assumes a difference of 10% or greater to be material:
 1) 10 teachers hired with placement on salary schedule lower than estimated
 2) Less than 10% difference
 3) Additional Campus Aides were provided through additional staff and additional hours but lunch was not served on campus until April 2021

- 4) Additional hours were provided for Health Clerks and LVNs and additional health services were provided through contracted services. Actual need less than originally estimated.
- 5) Procured other services and items not originally anticipated including movers, storage containers, portable HEPA filters, lunch tables, shade covers, and plexiglass
- 6) Less than 10% difference
- 7) Budget allocations were provided on a per pupil basis with expectation for expenditure by December 31, 2020. Schools spent less than originally estimated.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Santee School District was one of the first districts in San Diego County to return to in person instruction. We transitioned from distance learning to in-person learning in phases over several days starting with special education students and gradually bringing all students (K-8) back to campus by the end of September. Prior to returning all teachers received training from Nancy Frey around the “Distance Learning Playbook,” which offered suggestions on planning for both distance and hybrid learning. The district curriculum team also provided sample schedules for the move to hybrid to support teachers with the transition.

In order to open for in person instruction we needed to hire additional teachers in grades 4-8 to reduce class size. We hired additional site and night custodians to allow for frequent cleanings, and to allow for disinfecting of high touch surfaces and restrooms regularly. We hired additional campus aides to assist with supervision during lunch, and in the Covid 19 isolation ward. We also hired additional health clerks and licensed nurses to address the increased health needs of students and staff, including the Covid 19 isolation ward.

In addition to hiring additional personnel we also needed to purchase additional supplies and equipment to allow us to open for in person instruction. We had to purchase additional individual student desks and tables to allow for the proper spacing between students. We also had to provide school sites with budgets to purchase individual supplies and books in order to avoid sharing of materials between students.

Since September all students (K-8) had an AM/PM hybrid model of instruction. Based on teacher surveys, the district curriculum team provided resources and support with planning, such as the “Achieve the Core,” Priority Standards Guide, these guides really allowed teachers to focus their instruction to allow for acceleration of student learning. Our curriculum team also pulled together resources from all of our curriculum partners that delineate pathways for hybrid instruction. This resource was shared with all teachers in the beginning of the school year. Our curriculum team also puts out a weekly newsletter that includes instructional strategies, resources, and best practices for hybrid instruction. Also in response to staff surveys. we supported teachers and staff with professional development through an “After School Snacks” model. These sessions were optional thirty minute professional learning sessions focused on best practices, learning management systems and core curriculum adaptations. Our team has also created many short

videos for teachers to access ranging from curricular support to social emotional learning. We have found this model successful and will continue to utilize it as one of our professional learning pathways for the upcoming school year.

In order to maintain smaller class sizes we hired additional teachers for fourth-eighth grade for this school year. This has allowed for proper social distancing and Covid protocols to be followed in our intermediate and middle school classrooms. Another shift we made was we had our middle school teachers rotate classrooms rather than our students, this allowed students to have one learning space throughout the school day, and ensured we were compliant with health guidelines. On April 19th, our District began integrating both cohorts from a hybrid model for students Kindergarten through 5th grade to attend for a full day of instruction and 4.5 hour instructional day for 6th - 8th grade.

Mid year iReady English Language Arts data shows our students have grown. Our students in tier one (proficient) have improved from 49% to 54% and our tier three at risk students have decreased from 24% to 17%, and 29% of our students are currently approaching grade level. We will continue to measure student growth using iReady and other local measures to ensure students are making progress toward mastering grade level standards.

This is our first year using iReady Math as both a diagnostic assessment, and an instructional tool. Our midyear baseline data shows that 34% of our students are at tier one (proficient), 46% of our students are tier two/approaching, and 19% of our students are at a tier three/ or at risk. We will continue to use the iReady diagnostic as well as other local measures to measure mathematics growth, and mastery of grade level standards.

One of the greatest challenges with in person instruction was the logistical challenge of setting up classrooms and school sites to follow Covid protocols. Site administrators and teachers worked to ensure desks were spaced correctly, the district purchased plexiglass barriers for all student desks, and those needed to be installed during the school year. Site administrators also worked to ensure arrival and dismissal procedures were clear, and that students and parents were not congregating before or after school.

Another challenge has been when classrooms had to be closed due to a positive Covid case. Since we are on an AM/PM model if one of the sections needs to quarantine the other section is still able to come to school, and this causes the need for a substitute teacher. It has been extremely difficult to secure substitutes throughout the 2020-2021 school year. This has meant that teachers on special assignment, site and district administrators were often needed to cover classrooms.

Despite the challenges feedback from our students and parents has been positive, and after being fully online last spring, they were grateful to have students in classrooms with teachers and peers each day. In our Fall Panorama data 84% of our fourth and fifth grade students and 86% of our 6th-8th grade students felt that they were in a supportive academic learning environment, with 81% of our 4th-5th grade students and 70% of our 6th-8th grade students feeling a sense of belonging at school, we attribute the high percentage of students feeling connected and supported to our in person instruction time, and the connection students were able to have with teachers and peers. As we move to the new school year, and increase the amount of time students are in person we believe our data in both of these areas will increase.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire/reassign 31 General Education classroom teachers for the long-term (full-year) distance learning program	\$2,680,000	\$2,627,000	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	\$15,000	Yes
Replace obsolete teacher laptops and purchase additional laptops for new teachers to provide distance learning for students	\$50,000	\$57,000	Yes
Supplement Project SAFE and YALE Preschool programs to provide childcare options for staff members, essential workers, and other families during school closures	\$950,000	\$100,000	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	\$125,000	Yes
Contract for professional development opportunities for teachers to improve skills for distance learning	\$20,000	\$12,600	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	\$363,000	Yes
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	\$74,000	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	\$36,400	Yes
Procure SeeSaw learning management system software for grades TK-3	\$25,000	\$17,400	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District assumes a difference of 10% or greater to be material:

- 1) Less than 10% difference
- 2) Teacher leadership teams were convened but total cost less than originally estimated
- 3) Total cost higher than originally estimated
- 4) Estimates of lost revenue for Project SAFE did not materialize due to being in Hybrid longer than originally anticipated. Estimates for lost revenue for State Preschool did not materialize due to being able to conduct State Preschool all year under strict guidelines. Only YALE Preschool program was supplemented to offset expenditures.
- 5) Less than 10% difference
- 6) Consultant hired and materials procured for training but costs less than anticipated
- 7) Less than 10% difference
- 8) Extended School Year Program was provided in a distance learning format but total cost less than originally estimated
- 9) Less than 10% difference
- 10) Software procured but costs less than anticipated

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Santee School District distance learning teachers worked tirelessly to provide the highest quality education to their students. Some of the successes came in the form of feedback from distance learning teachers indicating they had become much more adept in using a broad array of digital resources. By using these tools, they reported that they were able to personalize the learning experience and were able to engage and challenge their students. According to distance learning teachers, they were aided in their work by the development of virtual PLCs to help with planning and for mutual support.

The following areas are specifically identified due to their inherent challenges this year in regard to distance learning and the complex nature of moving learning to a virtual space. Under each area we have provided a description on how the district made the effort to mitigate these challenges through the Learning Continuity and Attendance plan actions and services and how some of these actions will continue into the 3-year LCAP even when in-person full time.

Continuity of Instruction

Regular teacher to student interaction was at the core of the District's instructional program and we continued the commitment in a virtual classroom. All teachers met on a daily basis with their students through the use of video conferencing tools. Teachers delivered

instructional content, checked for student understanding, and offered additional support in a synchronous and asynchronous format using a learning management system. Fourth through eighth grade teachers used either Microsoft Teams or Google Classroom as their learning management system, while kindergarten through third grade teachers were provided with Seesaw Premium, an additional resource the district acquired for the 2020-2021 school year. Students had digital access to the district's adopted curriculum for math, history-social science, language arts, and science through their district-issued iPad, including other support materials focused on Learning Recovery. Of course, our teachers and students experienced challenges from slow wifi, reliability, and other connectivity issues. When this happened our teachers worked with the student in other means to support them beyond the device.

Access to Devices and Connectivity

All students in the Distance Learning Program had an iPad through the District's existing 1:1 program. To ensure internet access for all families, the Instructional Technology (I.T.) department sent out a survey to all families in the district to determine family's needs. Families requiring support for home internet connectivity were provided information on Cox Communications' Connect2Compete reduced-cost internet program. Some families did not qualify for this program and the district provided a hotspot at no cost. The I.T. department provided technical support to staff and opened up a technology helpdesk system to support parents and students at home. Thus far, the I.T. department has fulfilled 913 parent support requests.

Pupil Participation and Progress

When students were not physically attending school in-person, district personnel needed to develop a system to ensure that students were actively participating in class each day. Our district used the California Department of Education (CDE) pupil engage template for monitoring pupil participation. The district also created a system for reengagement when necessary. As part of this tiered reengagement process, the teacher reaches out to families whose child is not in attendance and determine the child's needs. The school's attendance clerk also supports this process through phone and email communication with the families. If these supports do not reengage the student, the student receives tier two support. This involves the site administrator and counselor reaching out to the family to brainstorm additional supports that can be provided to help the student consistently attend class. This school to home communication includes phone calls and email, as well as home visits, as deemed necessary. If these additional supports were not successful then the district's pupil personnel services staff provide tier three support, including coordinating services through county agencies, to determine how to support the student in re engaging.

The district implemented systems for monitoring student progress in academics and social and emotional learning. See section on pupil learning loss and mental health and social emotional well-being for data on student outcomes.

Distance Learning Professional Development

Teaching online required the use of new digital tools and instructional practices. To support teachers in the development of these skills, all Santee educators participated in an initial district-wide professional learning session that emphasized both the theoretical framework for distance learning as well as instructional strategies to maximize learning in an online environment. Teachers were provided with virtual live trainings which focused on the use of video conferencing tools, how to successfully conduct synchronous video sessions, and how to optimize the use of learning management systems at a distance. Numerous asynchronous resources were collected, developed, and distributed through the district's "Professional Development for Distance Learning Website." Teachers were

also provided with compensation for professional learning. Regularly scheduled distance learning teacher meetings, facilitated by district personnel, continue to serve as a vehicle for continued training, support collaboration among teachers, and as a way to collect data needed to drive upcoming professional learning opportunities.

Staff Roles and Responsibilities

Thirty-one (31) teachers were hired to support the district's distance learning program. The district incurred other cost associated with opening up additional classes such as technology tools, professional learning and new teacher development. To ensure timely teacher, student, and parent support, the Director of Pupil Services was charged with overseeing the district's distance learning program. In addition, the Director of Curriculum and Assessment co-hosted regular meetings to provide additional training, resources, and elicit teacher feedback. Furthermore, the Director of Instructional Technology worked to investigate, evaluate, and provide teachers with the digital resources needed to support a distance learning program. The district's curriculum resources teachers also worked to compile additional resources and host professional learning events for staff.

Support for Pupils with Unique Needs

Students with exceptional needs were provided with services and supports, appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students remotely completed diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. Students with disabilities completed iReady and/or assessed using iRead, Read 180, or System 44 depending on their IEP goals.

Students' days consisted of both synchronous video sessions with special education teachers and service providers, as well as an asynchronous time where students were able to work on individualized instruction in research-based programs such as iReady, Lexia, Read 180, and System 44. An extended school year program will be provided for students with disabilities, which will be included in the 3-year LCAP.

Support for EL Students

Through the district's core curriculum students were provided with both integrated and designated English Language Development lessons, based upon each student's language proficiency level. Rosetta Stone for English, a program which provides personalized language development instruction for emerging English Learners (EL). EL students participating in distance learning were provided with additional support by the district's Language Arts Specialist and Intervention Resource teachers. These teachers met virtually with small groups of students to develop specific targeted skills. Low-income students, homeless, and foster youth also receive similar support from these teachers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire/provide 7 additional Intervention Resource Teachers to provide support for students experiencing learning loss during school closures	\$610,000	\$524,000	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	\$752,300	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The District assumes a difference of 10% or greater to be material:
 1) 7 teachers hired with placement on salary schedule lower than estimated
 2) Procured Iready, Lexia, Dreambox, CPM Ebooks, and Achieve 3000. Costs higher than originally estimated.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Overview
 The Santee School District approached learning loss by providing teacher professional development, targeted instruction, and through individualized learning pathways provided during the asynchronous portion of each school day. The curriculum and instruction team provided ongoing training and curriculum support for full distance learning, and our hybrid model which consists of a half day in person learning, and half day asynchronous learning five days a week. We have also worked collaboratively with our curriculum partners to identify the tiered support components of curriculum, as well as how to effectively use the curriculum in a hybrid and distance learning environment.

This year we purchased the instructional component of iReady for both English Language Arts and Mathematics. Our mid-year data showed a 5% increase of students at grade level in ELA and a 7% decrease in students who scored significantly below grade level. Another success was teachers reporting students being supported along their own continuum of learning with personalized pathways

of both iReady and Lexia support. The additional Instructional Resource Teachers allowed us to provide targeted and intensive instruction to more students than we have in previous years.

Mid year iReady English Language Arts data shows our students have grown. Our students in tier one (proficient) have improved from 49% to 54% and our tier three at risk students have decreased from 24% to 17%, and 29% of our students are currently approaching grade level. We will continue to measure student growth using iReady and other local measures to ensure students are making progress toward mastering grade level standards.

This is our first year using iReady Math as both a diagnostic assessment, and an instructional tool. Our midyear baseline data shows that 34% of our students are at tier one (proficient), 46% of our students are tier two/approaching, and 19% of our students are at a tier three/ or at risk. We will continue to use the iReady diagnostic as well as other local measures to measure mathematics growth, and mastery of grade level standards.

Personalized Pathways

The district purchased iReady English Language Arts and Mathematics, for all students, and provided training for all teachers on how to use the program. Teachers also had access to online modules to assist them in how to best use this program instructionally, as well as how to use the data reports to drive instruction. All students engaged with the iReady reading and mathematics online curriculum, as well as the Lexia reading program, which focuses on foundational skills, during the asynchronous portion of their school day. Teachers used these programs as part of their ongoing assessment of learning and used the data to determine small, targeted groups for instruction. The personalized pathways offered by both programs were used to accelerate learning toward mastery of standards. Teachers also used data from these programs to plan targeted small group instruction to address missing prerequisite skills. These skills were not taught in isolation, but in connection to the standard with which they vertically align.

Cognitively Guided Instruction

Over the past several years, cohorts of teachers have been provided professional development in Cognitively Guided Instruction (CGI). This training has focused on improving students' problem solving and reasoning skills in mathematics, including their ability to communicate their mathematical thinking. CGI is a research based instructional model to improve math instruction with a strong focus on teachers using research-based pedagogy specific to building children's mathematical thinking. As teachers learn their students' reasoning skills in solving math problems, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. Our curriculum team continued to work with teachers in a virtual environment throughout this school year, as well as through virtual lesson study with our distance learning teachers. Our newest CGI cohort of teachers also engaged in a year long book study that involved both research and application of learning. We will continue with our CGI training during the summer of 2021 and during the 2021-2022 school year. This professional learning will continue through the 3 year LCAP.

Supplemental and Intensified Supports

Language Arts Specialists (LAS) and Instructional Resource Teachers (IRTs) are hired to support students who require tier two and tier three support. This year additional IRTs were hired to help accelerate learning for tier two and tier three students. Students were

identified using both formative and summative assessments, or as part of our schools' student study team (SST) process. The IRTs specifically provided targeted support for our English learners, homeless, low-income students, and foster youth.

English Learners

English Learners were assessed using the 2019-2020 summative ELPAC during the expanded fall administration window to determine current performance levels. Our District core curriculum has built in integrated and designated ELD lessons based on a student's language proficiency level. In addition, English Learners who require additional support received access to Rosetta Stone for English. Rosetta Stone progress reports were utilized to triangulate data to accelerate learning.

The LAS and IRTs provided additional support to English Learners in the areas of reading, writing, listening and speaking. While we were in a distance learning format, these specialists instructed students virtually in small groups, or individually to target areas of need. Specialists worked collaboratively with their colleagues to make sure they were supplementing instruction for students beyond their classroom synchronous learning time. IRTs and LAS continued to support students when we moved to our hybrid learning model during the asynchronous portion of their school day either in person or virtually. Teachers monitored growth of English Learners as they worked toward language proficiency using iReady ELA and Math, Lexia, and classroom-based assessments.

Students with Exceptional Needs

Students with exceptional needs were provided with services and supports, appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students remotely completed diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. The diagnostic Resource Specialist Program (RSP) students completed was iReady; and our Special Day Class (SDC) students were assessed using iRead, Read 180, or System 44. Students' days consisted of both a synchronous, live interaction with special education teachers and service providers, as well as an asynchronous time where students may be working on individualized instruction in research-based programs (iReady, Lexia, Read 180, System 44). Each student's individual schedule was developed by the IEP team including feedback from the general education teacher. Related services were delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Itinerant services were scheduled during the asynchronous portion of the school day so that students would not miss in person instruction time. Each teacher kept records of the lessons, activities, and related services for the students on their caseload. By September 15, 2020, students with special needs were able to choose to come in-person 5 days a week full time for learning if they were in a special day class. Some students remained in distance learning and continued receiving their IEP services.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Social-Emotional Learning (SEL) and mental health have been a top priority for Santee School District. Some successes included every student in the district receiving weekly SEL lessons using the district adopted SEL curriculum. In addition, the team of counselors interacted with every classroom supporting SEL and assessing student mental health. Students were referred to counselors by school staff, parents, counselor observation, or self-referred. Parents were able to access mental health and support resources through regular communications and through school and district websites.

Santee School District surveyed students and staff using Panorama to measure student and staff well-being. For students, we used two surveys one measured climate and culture and the other measured social emotional learning. These surveys allowed us to analyze how students are doing with both the synchronous and asynchronous learning. In addition the surveys helped our sites and district level teams to identify barriers interfering with student participation and act to alleviate them. The surveys also help us to identify how students are feeling emotionally by providing a temperature check on student's emotional well-being. Using Panorama data, we were able to target specific students who are experiencing negative emotions with targeted supports.

We also used a Panorama survey designed specifically for students in distance learning in October. Our in-person hybrid students took the surveys in December. The survey results indicated that students have an increased sense of belonging among the in-person hybrid model. Sense of belonging showed 81 percent of students in 4-5th grades scored favorable 71% of 6th-8th grade students scored this favorably.

Three components of Social Emotional Learning showed students in the 80-99% percentile for 4-5th graders. Our elementary students scored a 68% for self-efficacy, 81% for self-management and 76% for social awareness. For middle school grades, students scored for self-efficacy 59%, self-management 76% and 68% social awareness.

Professional Development and care for staff

All teachers completed training in Second Step offered virtually in August 2020. The training covered understanding the basic concepts of social emotional learning, developing lesson plans that address student concerns, and using an online platform to deliver social emotional learning lessons. One challenge for implementation included the many demands on teachers for professional learning involved with the quick pivot to distance learning. We began in-person hybrid in September. Teachers did find some lesson components easy to implement and supported developing a classroom climate from the beginning of the school year. One site conducted a teacher survey to get information about the efficacy of the program. Teachers report the curriculum is easy to implement and helps to teach students social emotional concepts. Time to complete weekly lessons is a challenge in the hybrid setting.

Counselors received professional development in understanding the Panorama data and using the program to design specific supports for students. Additionally they received training on supports when students self-identify or self-refer as needing additional help for SEL or mental health services.

Our administrators reviewed staff surveys and made determinations on how to provide mental health and social emotional support for staff. Our administrative team worked with school staff through surveys and individual check in meetings to take the temperature in essence of the staff and provide activities for relief, calm, and experience some happiness during this time. At the district level we provided the same level of support for administrators with weekly check in meetings and within our respective departments. It was critical to make sure the needs of the staff were being met in order to support our students and our own families during this time of crisis and time of stress.

Our entire administrative team has engaged in a book study around diversity, equity, and inclusion using Glen Singleton's book *Courageous Conversations about Race*.

Family Resource

Each school site provides extensive parent support using online platforms to give families a chance to connect with administrators and other staff about school plans and any other necessary supports. School sites communicate weekly with families and classroom teachers reach out continually to connect with families through email, text, and phone calls. Additional measures are offered by the school counselor or school social worker using the resources of community organizations to meet more complex family mental health needs. The District website contains more than a 150 parent and community resources to better meet the needs of students and features both on campus and community resources. Counselors and the Community Collaborative Director help families access these resources, especially families of homeless, low income students, English Learners, and Foster Youth. When a teacher, a principal, or family member/guardian reports a student experiencing mental health concerns, counselors provide counseling and/or prepare referrals for a higher level of service to support the family.

Further, our Counselor and /Social Workers reach out to families of students not engaged at school, as well as families who were on their caseload before school closure. They offered additional community and school site resources. Home visits and wellness checks were conducted for all students not responding to emails, calls, or text messages. During the home visits, any families who needed support with access to the Internet were supported by providing internet through local providers with free or low-cost plans. If a family was out of an area for internet, we provided a hot spot for wifi access.

Mental Health Training for Families

San Diego Youth Services (SDYS) provided staff and parent training on identification of, and resources to address, depression, stress, trauma, and suicide for middle school students and their families. Preventive suicide training was offered to parents during this school year as a virtual training. Bully prevention training for parents was also conducted virtually in December 2020. We have seen higher levels of parent participation when offering virtual trainings. We will continue to use this practice in addition to in-person going forward.

Staff support

As the first line of defense for mental health concerns, counselors have resources to support staff with mental health concerns. The District also offers Employee Assistance Services (EAS) for employees feeling the added stress and trauma of COVID. The Directors of the Community Collaborative and Pupil Services Department work with teachers and administrators to problem solve and develop

individualized resources to support staff and families with mental health and social emotional issues. Our staff demonstrates understanding and empathy as an important tenet in our organization.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Supporting student engagement is a priority for Santee School District. SSD has 5,426 students participating in an in-person hybrid learning model and 1,075 participating in distance learning. The different learning models pose similar and different challenges with regards to student engagement.

Both hybrid and distance learning students participated in surveys throughout the year to assess learning conditions, mental health, and academic support. Fifty-six percent of distance learning students responded favorably to questions regarding climate of support for academic learning, while eighty-four percent of the hybrid learning student responded favorably to questions regarding climate of support for academic learning.

Among the challenges that families face, in distance learning, are access to WIFI and reliability, fear of exposure to COVID-19, and students who live with someone who has an underlying health condition that puts him/her at greater risk if contracting Covid-19. Some of these challenges are of concern to families in-person learning specifically worries about contracting COVID 19. In conjunction with district and community resources, we support families that face these challenges and work to address those we have control over.

When students demonstrate a lack of engagement, our Tiered Reengagement Plan addresses the challenges families face and support families to overcome the barriers that are hindering student engagement. Throughout the tiered intervention process, WIFI access and reliability, transportation, mental health, nutrition, transportation, and childcare needs are assessed. Community and district resources are utilized to address the identified needs.

As a district, we have been able to address the WIFI access issues. We don't have control over the reliability that a family experiences within their home. For example, we have some families who have been displaced from their homes and are temporarily residing at Santee Lakes campground. We have been able to work with Padre Dam (at the lakes) to increase WIFI for the children at the camping sites as a support.

For other needs, we have connected families with school-based and community-based mental health resources. For families who qualify, we were able to provide vouchers or support for childcare during the implementation of our hybrid model, especially for the children of essential workers including our staff.

Student engagement and attendance are monitored daily. School site attendance teams regularly review engagement and attendance reports to analyze student engagement data. The school attendance clerks, and engagement team which includes the site administration identify the students in need of reengagement. When students begin to show a pattern of inconsistent engagement, the student's teacher and the Student Attendance Clerk communicates with the family to identify all supports needed and provides available resources. If the student continues to struggle with engagement the school site administration and the school counselor connect with the family and perform a home visit, when necessary. After a school site team has exhausted all resources and engagement is still lacking, the district's Pupil Services and Student Well-being Director begins working with the family to improve engagement.

Through these efforts, we were able to directly contact and verify the location of all but two of our students. The two students that we did not have direct verification for were reported to have moved out of state by a family member. Therefore, no students in Santee School District were unaccounted for since the beginning of school closures.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Starting in August 2020, students were all in distance learning. We began the year serving drive through meals at all 9 school sites daily. Weekend meals were included for pickup on Fridays. When students began in-person learning, we changed our model to grab and go for in-person learners. At this time weekend meals were discontinued based on the fact that the amount of food to be delivered, packed, stored, and transported home on Fridays became extremely challenging for staff and students.

Since that time we have been successful at serving an average of 2,800 breakfast meals and 2,800 lunches to students daily (M-F), including Holidays. This is, on average, the same number of lunches served prior to school closures in March 2020, but the amount of breakfast meals served has doubled.

Our hybrid model requires two separate grab and go distributions -- one for the Cohort A (morning dismissal) and one for Cohort B (afternoon dismissal). We also provide hot meals for Special Education students and child care students who attend full day. We have been successful at offering two to three entrée choices daily at school sites.

Challenges:

1) Staffing

- a) Staff were required to work split shifts for distribution of morning and afternoon cohorts
- b) Staff absences due to COVID
- c) Filling vacant positions

d) Increased cost for substitute pay and or additional hours /overtime.

2) Menu rotation- Challenging to find a large variety of prepackaged meals including vegetable sub groups

3) Central kitchen staff had to work at school sites therefore they were not able to consistently prepack meals using commodities

4) Prepackaged meals from vendors have higher price point

5) Once in-person learning started, meal distribution for distance learners had to be moved to the Central Kitchen due to traffic conflicts with drop off and pick up of students at schools

Feedback from stakeholders has been overwhelmingly positive. Parents, Teachers, and Principals are grateful for free, nutritionally balanced meals that are easily accessible to children daily.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Provide 7 Counselors/Social Workers to address the social-emotional needs of students	\$1,060,000	\$740,000	Yes
Mental Health and Social and Emotional Well-Being	Provide 1 additional School Psychologist to assess and support exceptional learners	\$90,000	\$69,000	Yes
Mental Health and Social and Emotional Well-Being	Procure and implement Second Step social-emotional learning curriculum and provide necessary professional development for teachers	\$130,000	\$175,000	Yes
School Nutrition	Provide additional funding for staff needed to prepare and serve meals for students during distance learning and hybrid in-person instruction	\$70,000	\$123,000	No
Pupil Engagement and Outreach	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	\$533,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The District assumes a difference of 10% or greater to be material:

- 1) Incorrect estimate used for 7 Counselors
- 2) Hired 1 Psychologist with placement on salary schedule less than originally estimated
- 3) Actual cost for curriculum and professional development more than anticipated.
- 4) Hybrid instruction continued until April 2021; longer than originally anticipated
- 5) Total cost of these positions more than originally estimated

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Despite the challenges, feedback from our students and parents has been positive, and after being fully online last spring, they were grateful to have students in classrooms with teachers and peers each day. In our Fall Panorama data 84% of our fourth and fifth grade students and 86% of our 6th-8th grade students felt that they were in a supportive academic learning environment, with 81% of our 4th-5th grade students and 70% of our 6th-8th grade students feeling a sense of belonging at school, we attribute the high percentage of students feeling connected and supported to our in person instruction time, and the connection students were able to have with teachers and peers. As we move to the new school year, and hopefully increase the amount of time students are in person we believe our data in both of these areas will continue to increase.

We have dedicated significant funds to implement steps using the incentive grant funds, federal funds, and LCFF funds to support in-person instruction for next year. As we look to the future, we have outlined some potential ideas for learning recovery based on stakeholder feedback. Over this last year, our community stakeholders have shared ideas for ways to address the whole child in Santee through learning recovery. I'm using the term Learning Recovery instead of mitigating learning loss to honor the dedication of our teachers during this challenging time. The actions identified for learning recovery are all a part of our multi-tiered system of support, which includes universal academic, behavioral, and Social Emotional Learning support, supplemental supports and intensified supports for all of these areas. The Learning Recovery ideas are as follows:

- Summer Academy – Offering an intervention program for student significantly below grade level and keeping the class sizes small. When developing these interventions, we are keeping in mind high expectations and we are developing a guide using our adopted curriculum to make sure we are seeing students for their promise toward recovery. Our curriculum team has developed an explicit instructional design with acceleration of learning in mind.
- Another Learning Recovery method is reduction in class size. Our stakeholders have discussed the importance of holding high expectations grounded in an equitable and relevant learning experience for children. Reducing class size will allow our educators to build on students' stamina, develop resilience, perseverance, and independent learning behaviors in our children. As mentioned above, it is an opportunity to build the learning muscle and address the whole child by creating the conditions where children fall in love with school. Additionally we plan to hire Instructional Assistants as we have done this year. They would be able to work with our Language Arts Specialist in supporting intervention for supplemental supports in our multi-tiered system of support.
- Increase mental health services. Mental health services allow us to fortify resilience in our students. With counselors and school psychologists, children have an opportunity to navigate difficult situations with support and learn how to bounce back after adversity and develop the ability to thrive in school.

- Education Technology will support students in access to a rigorous and equitable instructional platform. We have included additional technology for the network and cyber security to keep all in our community safe while using technology.
- Teachers have requested that we continue with specific intervention instructional materials used this year to continue to move students forward in their learning journey. These materials include iReady ELA, and Mathematics and Lexia for emergent readers for building foundational skills. We also included Apps to support our curriculum alignment work. Our parents have also noted the importance of these curricular supports for their child(ren).
- Professional development is a cornerstone for empowering our educators to provide a rigorous, equitable and relevant learning experiences for children. Professional Development includes consultants on our curriculum alignment work, Cognitive Guided Instruction consultants, release days for subs and any possible PD stipend hours for attending expected workshops and the Professional Learning Plan (PLP) so educators can self-select some learning opportunities. We have also worked on professional learning with a cadre of administrators and teachers on Culturally Responsive Teaching practices and we will continue to build capacity around these practices over time. Professional learning supports high expectations and inclusive practices.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We have included more local assessment measures for monitoring student progress. Santee has a balanced comprehensive assessment system, and each assessment administered is purposeful, and used to create equitable learning for all students. Teachers administered the iReady English Language Arts and Mathematics diagnostic assessment as a screening tool. The purpose of this diagnostic is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This process assisted teachers in identifying students who are at greater risk of learning loss, and adjust instruction accordingly. iReady provided an individual pathway for students based on their needs, and this supported part of each student’s asynchronous learning time to both mitigate learning loss and accelerate learning for students. We plan to continue purchasing the diagnostic and curriculum to further support students within the school day and beyond. The iReady diagnostic is a district benchmark assessment, and will be administered three times during the 2020-2021 school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. "The Distance Learning Playbook" (Fisher, Frey & Hattie) will also be used as a resource for grade level teams to identify priority learning standards by concepts (nouns) and skills (verbs) and using this to create learning intentions and success criteria. Using these side by side with iReady data will help teachers plan for both whole group and small group instruction to meet the needs of all learners. This instructional framework will be used to focus standards alignment for students experiencing learning loss. With in-person instruction, teachers will be able to use a gradual release of responsibility model to support students and seamlessly blend guiding students to success in independent work.

Ongoing assessment will also be a key piece of Santee’s learning program. Teachers will be using multiple measures to track student progress, some of these include:

- CAASPP Interim Assessment Blocks and Interim Comprehensive Assessments (3-8)
- Benchmark Assessment System grades (K-3)
- ESGI (TK-K)
- DRDP (preschool)
- Curriculum based assessments such as iReady ELA and Mathematics
- Running records
- Performance Assessments in ELA and Mathematics
- Rubrics

Our teachers understand our local comprehensive assessment system and have used them over the last five years. Teachers have the ability to measure and monitor student learning status and growth and make instructional decisions to support student achievement. These assessment tools include, but are not limited to, the CAASPP Interim Assessment Delivery System, iReady, ESGI, Benchmark Assessment System, Dreambox Learning, Schoolnet assessment platform, curricular based assessments, and district developed English Language Arts performance tasks. Most of these assessment tools are also done virtually for more seamless transition to distance learning and in-person learning. Our teachers use a formal assessment analysis protocol called the “Cycle of Inquiry,” which involves: data analysis, framing/reframing key questions, investigating literature/field expertise, developing/tuning action plan, carrying out strategies, and collecting data. The protocol may be viewed on the district website on our assessment page: <http://www.santeesd.net/Page/10772>.

Monitoring Progress of English Learners

English Learners’ (EL) language acquisition was monitored using assessment tools included in the Wonders English Language Development (ELD) materials and Santee School District’s trimester ELD report card addendum. In addition, EL students will participate in all district assessments delivered to students. The District’s ELD report card addendum is fully aligned with ELD standards and holds students to the standards expectations according to performance level on their current English Language Performance Assessment for California (ELPAC) summative overall results. This tool allows teachers to measure status and progress throughout the school year. The District will continue to use ELPAC summative assessments compliant with California Department of Education’s guidelines. Results will be used to determine appropriate ELD standards expectations for EL students and for reclassification qualification.

Students with exceptional needs were provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. Many assessments are used to evaluate students progress toward IEP goal attainment. All special education students completed diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. The diagnostic for our Resource Specialist Program (RSP) students will be iReady; and our Special Day Class (SDC) students will be assessed using iRead, Read 180, or System 44.

Parent Communication

Teachers informed parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls, the parent portal for PowerSchool, parent access to information from students' learning management system, progress reports, and report cards. iReady provides a parent report that identifies areas of strength as well as student needs. This report offers resources for parents to use to support their child in the areas of need. All communication regarding pupil learning loss and pupil progress was translated into the District's two primary foreign languages; Spanish and Arabic. The District also provided translation services for other foreign languages as needed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All actions contributing towards meeting increased or improved services were implemented as originally planned.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our district engaged with stakeholders to develop a new mission and vision for the district and student profile to guide our goals and actions in the next 3 year LCAP plan. We have adjusted our goals for alignment with our new vision, mission, and student profile and the actions will align with this student profile which incorporates preparing students for High School and beyond. Stakeholders used our Executive Summary designed to inform stakeholder input, which included our last California Dashboard data and all local measures from our comprehensive assessment system to evaluate student progress over three years. Based on stakeholder input and lessons learned through the pandemic, the following general themes were identified from the data review for consideration and influenced actions for the development of the 3 year LCAP and provided the district with specific areas to focus resources:

1. **ACCELERATING LEARNING** for all students as part of our Learning Recovery Plan: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, special education related services personnel, and adding an additional classroom teachers to reduce class size. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. This district will be offering a Summer Academy to support learning recovery and expanded learning time. The district will also be continuing to improve technology access and systems for more seamless transition for students learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes.

2. **PROFESSIONAL DEVELOPMENT**: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2021-22 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for enhancing students in need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and paraeducators within our district.

3. **SOCIAL-EMOTIONAL LEARNING SUPPORT**: The District plans to continue with 7.0 FTE and add 2.0 additional FTE counselors/social workers and an additional school psychologist. The District will continue to analyze and adjust school service levels

based on need. The schools continue to improve the implementation of SEL curriculum to create a universal SEL supports for students and the counselors provide more supplemental SEL supports and our school psychologist or contracted services provide students more intensive SEL supports. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district will continue to more deeply implement this next year our adopted Social Emotional Learning curriculum (Second Step).

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4. 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. Additionally the district has determined to reduce class size in grades 4-8 to best meet the needs of an in-person model that allows a strong focus on the whole child given the additional resources provided to support in-person instruction as one time funds into next year given the unknown circumstances of the pandemic even into the school year 2021-22. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school.

5. CONTINUED IMPLEMENTATION OF SAFETY PROTOCOLS FOR IN-PERSON INSTRUCTION: The district plans to offer in-person instruction next year and a home school option. The in-person model with smaller class sizes for grade 4-8 to minimize the number of students at any one individual classroom. This reduced class size will allow for more individualized student interactions and provide a safe environment with appropriate spacing during the pandemic. The District is operating from the position that the same mitigating factors will continue to be in place as we begin school next year. The District will purchase and obtain new and used student furniture to configure classrooms for 3 feet or more spacing between students and the 6 foot distance between teacher and students. The District provided Hepa Filters for some classrooms this year. We will be adding a unit in every classroom next year and upgrade our HVAC systems. The District's SAFE AT SCHOOL Reopening Plan contains a comprehensive plan for providing personal protective equipment, personal hygiene tools and supplies, and various other methods for ensuring a safe environment when students return for in-person instruction.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	71,161,000.00	74,000,000.00
Federal Funds	0.00	93,300.00
LCFF Base	54,950,000.00	54,235,000.00
LCFF Supplemental	5,894,000.00	5,365,100.00
Lottery	198,000.00	121,900.00
Other	4,108,000.00	7,818,200.00
Special Education	5,500,000.00	5,900,000.00
Title I	358,000.00	321,400.00
Title II	107,000.00	75,000.00
Title III	46,000.00	70,100.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	71,161,000.00	74,000,000.00
0000: Unrestricted	55,957,000.00	55,164,100.00
1000-1999: Certificated Personnel Salaries	2,846,000.00	3,031,300.00
2000-2999: Classified Personnel Salaries	273,000.00	254,700.00
3000-3999: Employee Benefits	2,500,000.00	4,040,000.00
4000-4999: Books And Supplies	825,000.00	367,000.00
7000-7439: Other Outgo	820,000.00	820,000.00
Multiple Object Codes	7,940,000.00	10,322,900.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	71,161,000.00	74,000,000.00
0000: Unrestricted	LCFF Base	54,950,000.00	54,235,000.00
0000: Unrestricted	LCFF Supplemental	1,007,000.00	929,100.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	36,800.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	2,796,000.00	2,977,200.00
1000-1999: Certificated Personnel Salaries	Other	33,000.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	17,000.00	17,300.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	56,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	152,000.00	132,700.00
2000-2999: Classified Personnel Salaries	Other	75,000.00	18,200.00
2000-2999: Classified Personnel Salaries	Title III	46,000.00	47,300.00
3000-3999: Employee Benefits	Other	2,500,000.00	4,040,000.00
4000-4999: Books And Supplies	LCFF Supplemental	546,000.00	161,800.00
4000-4999: Books And Supplies	Lottery	198,000.00	121,900.00
4000-4999: Books And Supplies	Title I	81,000.00	62,200.00
4000-4999: Books And Supplies	Title III	0.00	21,100.00
7000-7439: Other Outgo	LCFF Supplemental	820,000.00	820,000.00
Multiple Object Codes	LCFF Supplemental	573,000.00	344,300.00
Multiple Object Codes	Other	1,500,000.00	3,760,000.00
Multiple Object Codes	Special Education	5,500,000.00	5,900,000.00
Multiple Object Codes	Title I	260,000.00	241,900.00
Multiple Object Codes	Title II	107,000.00	75,000.00
Multiple Object Codes	Title III	0.00	1,700.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	70,197,000.00	73,027,000.00
Goal 2	902,000.00	957,000.00
Goal 3	62,000.00	16,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,232,000.00	\$2,526,000.00
Distance Learning Program	\$4,382,000.00	\$3,427,400.00
Pupil Learning Loss	\$1,000,000.00	\$1,276,300.00
Additional Actions and Plan Requirements	\$1,775,000.00	\$1,640,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$9,389,000.00	\$8,869,700.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,362,000.00	\$1,808,000.00
Distance Learning Program	\$950,000.00	\$100,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$70,000.00	\$123,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,382,000.00	\$2,031,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$870,000.00	\$718,000.00
Distance Learning Program	\$3,432,000.00	\$3,327,400.00
Pupil Learning Loss	\$1,000,000.00	\$1,276,300.00
Additional Actions and Plan Requirements	\$1,705,000.00	\$1,517,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$7,007,000.00	\$6,838,700.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Santee School District serves approximately 6,600 Pre-K through eighth-grade students in nine schools with 384 FTE dedicated educators and 314 FTE support staff. 14.6% of the student population is in Special Education, 8.7% are English Language Learners, 38.2% are socio-economically disadvantaged, 0.27% are Foster Youth, and 2.8% are designated as Homeless. The attendance rate of students is 96%.

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 1:1 iPad devices for all students supporting them in acquiring 21st Century Learning Skills. We have reliable connectivity in all of our schools to support student learning. This year we have also provided access beyond the classroom to support student learning in student's homes and allow them to learn from home. The District has before and after-school child care, three preschool programs, a parent education program, Transitional Kindergarten, Early Admission to Kindergarten 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.

Santee School District worked collaboratively with stakeholders to create a Student Learner Profile. We are committed to developing students who are communicators and collaborators, and who think critically and creatively. Our students will care for themselves, others and their communities by continually demonstrating empathy, respect, responsibility, and integrity. Santee School District students will be lifelong learners, ready to inspire and influence positive change in the world.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the review of the district local data and stakeholder feedback, we did maintain student achievement in English Language Arts (ELA) and mathematics due to our commitment to in-person instruction since September and our offering of distance learning to families who requested this option. Our local data demonstrates that we are maintaining good student outcomes during the pandemic. We were able to compare our local data from Trimester 1 and Trimester 2 due to having multiple years of these data measures. Additionally, we reviewed our last reported California School Dashboard data points to inform work along with our local data and stakeholder feedback. Below is a summary of these multiple data points provided within our Executive Summary which is used with all our stakeholders and includes all our measurements for conditions of learning, pupil achievement, and engagement. Our stakeholders have consistently expressed a commitment to the following curricular and instructional programs, which includes professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Many of these core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to learning recovery.

The District's mathematics assessment scores for all students demonstrated similar achievement on our local assessments including the SBAC Interim Assessment blocks given in Trimester 1 and Trimester 2. Based on our iReady diagnostic math data, 33.69% of students are at or above grade level. Student groups that are outperforming the average are Asian (51.25%) and Filipino (51.82%). From the last California Dashboard review, Asian, Filipino, and Two or More Races achieved a high-performance level. Santee School District is committed to providing high quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). We continue to support teachers with the implementation of a Guaranteed Viable Curriculum in Mathematics Programs (Math Expressions K-5, College Preparatory Mathematics 6-8). A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge, and skills in each section or class. The district continues to provide professional learning to support deeper implementation of a mathematics program for all students as part of our MTSS. The mathematics programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports, or more intensive instructional and curricular supports. (What Works in Schools: Translating Research into Practice, Marzano, 2003) We have also added iReady Mathematics for intervention and expanded learning, which all our stakeholders have requested we continue for student practice beyond the school day. (Goal 1, Action 1, 2, and 5)

Santee School District will continue providing ongoing professional development around conceptual mathematics. Our Curriculum Resource Teachers continue to support school sites through modeled lessons, planning sessions, and side by side coaching (Goal 1, Action 6). The district will continue to engage K-5th grade teachers in professional learning around Cognitive Guided Instruction (CGI) and by the end of the 21-22 school year, 67% of our K-5 teachers will have received CGI training (Goal 1, Action 2). CGI is a research-based professional development model that has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn what students are thinking, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. It is a proven instructional process highlighted in the state frameworks. (Goal 1, Action 2). Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999) is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. If teachers are to be expected to plan

instruction based on their knowledge of students' thinking, they need some coherent basis for making instructional decisions. To address this problem, CGI was designed to help teachers construct conceptual maps of the development of children's mathematical thinking in specific content domains (Carpenter, Fennema, and Franke 1996). Developing strong conceptual mathematical skills is imperative for our students to experience success in our College Preparatory Mathematics (CPM) in grades 6 - 8 (Goal 1, Action 1).

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> Page 8 of 120 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 English Language Arts assessment scores for all students demonstrated similar achievement on our local assessments including the SBAC Interim Assessment blocks given in Trimester 1 and Trimester 2. Based on our iReady diagnostic reading data, 47.54% of students are at or above grade level. Student groups that are outperforming the average are Asian (60.87%) and Filipino (65.32%). Another local measure is our district ELA writing performance task. According to our English Language Arts Performance Task data, 51.94% of students Met or Exceeded Standard. Students that outperformed the average is the Filipino student group (67.19%). From the California Dashboard data, our district's language arts assessment scores for Asian, Filipino, White, and Two or More Races student groups achieved a high-performance level. We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers (Goal 1, Action 12), provide the necessary supplemental and intensive support for students to show academic progress. We continue to support teachers with the implementation of a Guaranteed Viable Curriculum in English Language Arts/English Language Development Programs (Wonders K-5 Amplify 6-8). A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge, and skills in each section or class. The district continues to provide professional learning to support deeper implementation of a balanced literacy program for all students as part of our MTSS. The ELA/ELD programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports to more intensive instructional and curricular supports (Goal 1, Action 1). (What Works in Schools: Translating Research into Practice, Marzano, 2003) We have also added iReady English Language Arts for intervention and expanded learning, which all our stakeholders have requested we continue for student practice beyond the school day.

Measuring learning and monitoring progress:

Santee has a balanced assessment system, and each assessment administered is purposeful and used to create equitable learning for all students. Teachers administer the iReady English Language Arts and Mathematics diagnostic assessment as a screening tool. The purpose

of this diagnostic is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This will also help teachers identify students who are at greater risk of learning loss due to the school closures, and adjust instruction accordingly. iReady provides an individual pathway for students based on their needs, and this will be part of each student's asynchronous learning time to both mitigate learning loss and accelerate learning for students. The iReady diagnostic is a district benchmark assessment, and will be administered three times during the school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. "The Distance Learning Playbook" (Fisher, Frey & Hattie) will also be used as a resource for grade level teams to identify priority learning standards by concepts (nouns) and skills (verbs) and use this to create learning intentions and success criteria. Using these side by side with iReady data will help teachers plan for both whole group and small group instruction to meet the needs of all learners. This instructional framework will be used in Distance Learning and provides the flexibility to move to in-person instruction in a hybrid model. With in-person instruction, teachers will be able to use a gradual release of responsibility model to support students and seamlessly blend guiding students to success in independent work.

Ongoing assessment will also be a key piece of Santee's learning program. Teachers will be using multiple measures to track student progress, some of these include:

- Interim Assessment Blocks and Interim Comprehensive Assessments (3-8)
- Benchmark Assessment System grades (K-3)
- ESGI (TK-K)
- DRDP (preschool)
- Curriculum based assessments such as iReady ELA and Mathematics
- Running records
- Performance Assessments in ELA and Mathematics
- Formative Assessment Rubrics

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District educators the opportunity for 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. Schoolnet provides a district-wide assessment platform, dynamic tools to identify struggling students and personalize learning, as well as reporting and analysis tools. The program has robust instructional planning tools (digital lesson planner), formative classroom assessment scheduling and results shared with PowerTeacher Gradebook, and 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. (Goal 1, Action 5)

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. 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. We added more curriculum to encourage students to participate in learning beyond the school day. Due to the pandemic, we provided technology connectivity to all families including low income, foster youth and English learner families.

Family engagement is a cornerstone of the Santee School District. (Goal 3). We have provided numerous trainings at both the site and district level. The Positive Parenting Program,(Triple P) has been proven to reduce problem behavior in children and improves parents' well-being and parenting skills. This program uses a hierarchical linear modeling (Nowak, C. & Heinrichs, N. (2008)). Parents of children with Autism Spectrum Disorders using Stepping Stones Triple P report they are more satisfied as parents, their children's behavior has improved and their relationship with their partner is better. (Whittingham, K., Sofronoff, K., Sheffield, J. & Sanders, M.R. (2008). Stepping Stones Triple P: An RCT of a parenting program with parents of a child diagnosed with an Autism Spectrum Disorder. *Journal of Abnormal Child Psychology*, 37(4), 469-480.). Other programs offered are Military Family Parenting, Conflict Resolution Training, and Mental Health support and providing a financial literacy workshop to assist parents with planning for college and beyond. Sessions are offered at various times (mornings, evenings and weekends) to accommodate multiple schedules and within this last year. Based on Speak Up and California Healthy Kids Survey data, 88% of parents felt well informed by the Santee School District, 92% felt academic excellence was available to all students, and 92% also felt that students were respected by Santee School District staff. Since March 16, 2020, we have offered trainings through Microsoft Teams, Zoom, and webinars to support family engagement and provide training opportunities.

We also have used our own local data collected in our student information system to monitor student attendance for our in-person and distance learning program. We continue to show a decrease in absenteeism and increase in engagement due to our home visitation system and counseling support for students not engaging. Additionally, based on 2018-19 data and the last California Dashboard released, the District's Chronic Absenteeism rate declined for African American, Students with Disabilities, Homeless, Socioeconomically Disadvantaged, Filipino, Two or More Races, White, and Asian student groups. The Hispanic student group maintained. No student groups increased in the percentage rate for Chronic Absenteeism. The district's overall Chronic Absenteeism declined from 7.6% to 7%. We believe that frequent data analysis, the further development of school-wide attendance incentive programs, an increase in the number of SART meetings, and parent education contributed to the decline in Chronic Absenteeism. (Four of our schools piloted "Nudge" letters throughout the year for students who have missed 10% or more of school. They also held many empathy interviews with families to identify barriers and provide support; and are part of the county Improving Chronic Absenteeism Network (ICAN). (A randomized experiment using absenteeism information to "nudge" attendance: Rodgers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S. & Reitano, A (2017) (Goal 2, Action 3)

For 2019-20, our suspension rate decreased by 1.9%, which we attribute to data that represents only a partial year. Further, based on the 2019 Dashboard information which is for the 2018-19 school year, the District's overall suspension rate declined from 4.4% to 4.3%. Students with Disabilities declined by .7%, African American declined 3.5%, and Two or More Races declined 1.4%. The Asian, Hispanic, Socioeconomically Disadvantaged, White student groups maintained. Schools have focused on using Positive Behavior Interventions and Support, as well as Restorative Practices. We believe that as these programs and philosophies develop, coupled with the use of Other Means of Correction, the suspension rates will decline further. (A Cluster-Randomized Trial of Restorative Practices: An Illustration to Spur High-Quality Research and Evaluation: Acosta, J., Chinman, M., Ebener, P., Phillips, A., Xenakis, L., & Malone, P.) (Goal 2, Action 1) Based on our 4th – 8th Grade Panorama Climate & Culture Survey, 78.01% of students responded favorable for feeling safe at school. The 4th/5th

grade respondents averaged 85% responding favorably on this topic. English Learners responded above the average at 87%. Students with a reported disability fell below the 4th – 5th grade average by 6 percentage points at 79%. The 6th – 8th grade respondents averaged 73% responding favorably on the topic of safety. The Asian student group generally scored higher by 9 percentage points at 82%. Student groups that fell below average are Black (61%) and American Indian or Alaskan Native at 65%.

Based on our 4th – 8th Grade Panorama Climate & Culture Survey, 74.59% of students responded favorable for feeling a sense of belonging at school. The 4th/5th grade respondents averaged 84% responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged 70% responding favorably on the topic of school connectedness. The socio-economically disadvantaged student group reported a 5% difference at 67% while students not in this group scored 72%. In addition, the Black, not of Hispanic Origin student group scored below the average at 54% reporting favorably. In general, all other student groups reported similarly on the topic of school connectedness. This year we implemented our new Social Emotional Learning curriculum, Second Step. Additionally we have an MTSS system for referring students for additional supports as needed with our counseling team.

Santee Local Indicators:

- 1) The District continues to make improvements to its facilities as reflected in the Local Facility Inspection Rating (Goal 1, Action 1).
- 2) The District's measures of parent involvement continues to improve with a slight increase in the number of parents serving on District and site committees. We have seen a strong involvement with our parents using a technology based method of parent involvement, especially with parents supporting students in distance. learning (Goal 3, Action 1)
- 3) The percentage of students scoring "High" in school connectedness has increased as well as students feeling safe at school (Goal 2, Action 1)
- 4) All students have access to instructional materials (Goal 1, Action 1)
- 5) The District increased the number of Student Attendance Review Team (SART) and SARB referrals. This is a measure that serves to reduce chronic absenteeism. (Goal 2, Action 3)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the last California Dashboard data released in Fall of 2019, which reflects 2019-18 state data, Santee School District does not have any red indicators for English Language Arts (ELA) or Mathematics.

The District's mathematics assessment scores declined for English learners, Socio Economically Disadvantaged, Special Education, and African American student groups. Homeless and Hispanic maintained a low-performance level from the prior year on the California Dashboard. Based on our local assessment data (iReady Mathematics), student groups that are underperforming are Hispanic (25.17%), American Indian or Alaskan Native (24.75%), Black not of Hispanic origin (24.80%), English Learners (13.70%), students with a reported disability (15.43%), and socio-economically disadvantaged (24.29%).

The District will employ additional General Education teachers in Grades 4-8 to significantly reduce class sizes for the 2021-22 and 2022-23 school years in order to address learning recovery needs and implement our comprehensive multi-tiered system of support (MTSS) (Goal 1,

Action 16).

Santee School District will continue providing ongoing professional development around conceptual mathematics. Our Curriculum Resource Teachers continue to support school sites through modeled lessons, planning sessions, and side by side coaching (Goal 1, Action 6). The district will continue to engage K-5th grade teachers in professional learning around Cognitive Guided Instruction (CGI). CGI is a research-based professional development model that has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn what students are thinking, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. It is a proven instructional process highlighted in the state frameworks. (Goal 1, Action 2). Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999) is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. If teachers were to be expected to plan instruction based on their knowledge of students' thinking, they needed some coherent basis for making instructional decisions. To address this problem, CGI was designed to help teachers construct conceptual maps of the development of children's mathematical thinking in specific content domains (Carpenter, Fennema, and Franke 1996). Developing strong conceptual mathematical skills is imperative for our students to experience success in our College Preparatory Mathematics (CPM) in grades 6 - 8. (Goal 1, Action 1 and 2)

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> Page 8 of 120 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

Students with exceptional needs will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students complete diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. The diagnostic for our Resource Specialist Program (RSP) students will be iReady; and our Special Day Class (SDC) students will be assessed using iRead, Read 180, or System 44. Students' days will consist of instruction with special education teachers and service providers, as well as independent time where students may be working on individualized instruction in research-based programs (iReady, Lexia, Read 180, System 44). Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Related services will be delivered as stated on each

student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Each teacher will keep records of the lessons, activities, and related services for each student. (Goal 1, Action 1 and 11)

The District's language arts assessment scores for Hispanic, African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learner are all at a low-performance level. Our local reading assessment showed student groups that are underperforming are Hispanic (41.17%), American Indian or Alaskan Native (40.00%), Black not of Hispanic origin (42.80%), English Learners (22.67%), students with a reported disability (23.46%), and socio-economically disadvantaged (37.24%). Additionally, our student performance on our ELA writing performance tasks showed student groups that are underperforming are Hispanic (45.54%), Black not of Hispanic origin (45.51%), English Learners (21.30%), students with a reported disability (23.50%), and socio-economically disadvantaged (42.36%).

To address Learning Recovery in English Language Arts, the District will provide ongoing professional development around Balanced Literacy, with a particular focus on Guided Reading for all K-3 teachers (Goal 1, Action 2). Teachers will engage in professional learning around assessment and differentiated teaching to support all students in reaching reading proficiency. Learning will be focused around Shefelbine's Literacy Framework for Assessment and Instruction, which is called out in the District Literacy Plan, as well as the ELA/ELD Framework. Students will be systematically assessed to determine strengths and needs, and grouped for efficient reading instruction. For the student, the guided reading lesson means reading, talking and writing about a variety of interesting and engaging fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful selection of text and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). These instructional practices and professional development are part of our core instruction as part of universal support in our Multi-Tiered System of Support (MTSS). (Goal 1, Action 1)

We have been working on a more coherent system both using the English Learner Roadmap and a Multi-Tiered System of Support (MTSS) approach to support our English Learners. Our English Language Arts program has a comprehensive program designed specifically for English Learners with integrated and designated English Language Development curriculum. To promote intellectual quality of instruction and meaningful access, teachers have had the opportunity to attend Guided Language Acquisition Design (GLAD) training. Following the Joyce and Showers model, participants are introduced to the theoretical and research base of Project GLAD, engage in dialogue around current pedagogy and learn strategies that promote academic discourse and literacy success for English Learners. GLAD Strategies are aligned to the California State Standards and to the California English Language Development Standards. To further address the needs of English Learners, we have purchased Rosetta Stone for students identified as needing intensive support. (Goal 1, Action 1, 2, 9 and 11)

Supplemental support for students includes our Language Arts Specialists (LAS). To strengthen the pedagogy and knowledge of systematic approaches to reading instruction our Language Arts Specialists will attend a series of ten sessions designed to guide teachers, particularly reading specialists, coaches, intervention specialists, resource teachers, and teachers in special education settings as they learn to incorporate a variety of Marie Clay's theories, procedures, and techniques into their small group and individual student literacy instruction. Language Arts Specialists and select Resource Specialist Teachers will also attend three days of training around Leveled Literacy Instruction (LLI), this training will provide support to our teachers as they utilize the district purchased LLI kits with their intervention groups, as well as supporting classroom teachers on how to best utilize these materials. For 2021-22, the District will employ Instructional Assistants to work with General Education classes in order to assist the Language Arts Specialists in supporting learning recovery. (Goal 1, Action 17)

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).

Our Director of Community Collaborative analyzed the results of our annual parent survey to identify the greatest needs for our families. Results showed that parents were concerned with being able to afford to live in the Santee community, paying for student loans, as well as training for teachers around addressing mental and social-emotional concerns. To address these concerns, the Santee School District offered assistance from more than 50 different community resources. Families primarily requested assistance with basic needs (housing, food, bill payment, and employment), mental health, insurance and access to care. Home visits were completed for families with greater resource needs in order to make acquiring these services easier for families. In order to help support our teachers with Social-Emotional learning, Santee School District has implemented a research-based curriculum. (Goal 1, Action 11)

Although our Chronic absenteeism improved from the orange performance level to the green performance level, Foster Youth and English Learners are in 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. We will continue to increase the intervention programs through SART contracts, SARB contracts, frequent data analysis, early parent education and contact, attendance incentives, and social and emotional supports for students. (Goal 2, Action 3)

Although our suspension rate declined from 4.3% to 4.1%, our district declined from the yellow performance level to the orange performance level. The Foster Youth and Homeless student groups are in the red performance level. The English Learner, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups are in the orange performance level.

In order to decrease the suspension rate, we will increase the number of counselors and school psychologists within the district to design supplemental and intensified 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 have also implemented an adopted Social Emotional Learning curriculum. The SEL curriculum serves all students with additional supplemental and intensified supports for serving students with increased behavioral or emotional supports within our MTSS. (Goal 1, Action 11)

Santee Local Indicators:

- 1) The District experienced a decrease in both English Language Arts and Mathematics CAASPP Interim Assessments for some student groups
- 2) The District experienced a slight decline in local reading and Mathematics assessments for some student groups
- 3) The District experienced a very slight decline in the percentage of students regarding feeling safe and connected to school for some student groups

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:

1. **ACCELERATING LEARNING** for all students as part of our Learning Recovery Plan: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, adding Special Day Class teachers, and employing additional classroom teachers for General Education Grades 4-8 to reduce class size. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum; and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. The district will be offering a Summer Academy to support learning recovery and expanded learning time. The district will also be continuing to improve technology access and systems for more seamless transition for students' learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes. (GOAL 1, ACTIONS 2, 3, 4, 5, 9, 11, 16)

2. **PROFESSIONAL DEVELOPMENT**: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2021-22 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students, with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for students in need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and para-educators within our district. (GOAL 1, ACTIONS 2 and 6)

3. **SOCIAL-EMOTIONAL LEARNING SUPPORT**: The District plans to continue with 7.0 FTE, and add 2.0 additional FTE counselors/social workers and an additional school psychologist. The District will continue to analyze and adjust school service levels based on need. The schools continue to improve the implementation of SEL curriculum to create a universal SEL supports for students and the counselors provide more supplemental SEL supports and our school psychologist or contracted services provide students more intensive SEL supports. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district will continue to more deeply implement this next year our adopted Social Emotional Learning curriculum (Second Step). (GOAL 1, ACTION 11; GOAL 2, ACTION 2)

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4. **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. Additionally the district has determined to reduce class size in grades 4-8 to best meet the needs of an in-person model that allows a strong focus on the whole child. The District is using the additional resources provided to support in-person instruction, as one time funds into next year, given the unknown circumstances of the pandemic even into the 2021-22 school year. Student connectedness is also a part of our overall multi-tiered system of

support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school. (GOAL 1, ACTION 16)

5. CONTINUED IMPLEMENTATION OF SAFETY PROTOCOLS FOR IN-PERSON INSTRUCTION: The district plans to offer in-person instruction next year and a home school option. The in-person model will incorporate smaller class sizes for grade 4-8 to minimize the number of students in any one individual classroom. This reduced class size will allow for more individualized student interactions and provide a safe environment with appropriate spacing during the pandemic. The District is operating from the position that the same mitigating factors will continue to be in place as we begin school next year. The District will purchase and obtain new and used student furniture to configure classrooms for 3 feet or more spacing between students and the 6 foot distance between teacher and students. The District provided portable HEPA filters for some classrooms this year. We will be adding a unit in every classroom next year. The District's SAFE AT SCHOOL Reopening Plan contains a comprehensive plan for providing personal protective equipment, personal hygiene tools and supplies, and various other methods for ensuring a safe environment when students return for in-person instruction. (GOAL 1, ACTION 1)

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-22 LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve the LCAP goals. These include:

1) Accelerated Learning For All Students As Part of Our Learning Recovery Plan:

- a) The District will employ additional General Education teachers for Grades 4-8 to reduce class sizes.
- b) The District will employ Instructional Assistants to support instruction in General Education classrooms and assist the Language Arts Specialists in providing intervention services
- c) The District will offer a 4 week Summer Academy Program for identified students to accelerate learning recovery.
- d) The District will pilot new Science curriculum for Middle School grades in 2021-22 and for Elementary grades in 2022-23. In addition, the District will provide various software programs for intervention including IReady and Lexia

2) Professional Development: The District will develop and implement a comprehensive Professional Development plan with emphasis on universal academic supports, supplemental intervention support, and intensified interventions and supports. This plan will include the use of consultants, additional days/hours for teachers, release time, and stipends for engaging in Professional Learning activities.

3) Social-Emotional Learning Support: The District will employ two (2) additional counselors for the 2021-22 school year, for a total of 9, to help address the social-emotional needs of students as part of learning recovery. Also, the District will continue to employ the additional Psychologist that was temporarily added in 2020-21.

4) Strengthening Student Connectedness: Actions here are related to those addressing Accelerated Learning and Social-Emotional Learning Support.

5) Continued Implementation of Safety Protocols for In-Person Instruction: The District will provide necessary supplies, materials, and personal protective equipment to reduce the risk of COVID-19 transmission. In addition, the District will install portable HEPA filters in classrooms and workspaces and construct/install additional outdoor learning spaces.

Other key features of the LCAP include:

- 1) Bilingual Assistants to address the needs of English Learners
- 2) Language Arts Specialists to provide intervention services
- 3) Teachers on Special Assignment to provide coaching support for classroom teachers
- 4) Improving the District's digital network to support innovative instructional strategies; and staff productivity and effectiveness
- 5) Improve parent communication by implementing a District APP

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Our LEA does not have any schools identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Our LEA does not have any schools identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Our LEA does not have any schools identified for CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

We have included two years of stakeholder feedback as we had collected input prior to closing our schools during the 2019-20 school year due to the pandemic. We made a commitment to our stakeholders to include last year's stakeholder input in addition to this year's stakeholder input. 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 Achievement, and Engagement.

b. Assembled available data into a user-friendly format to report trends with data including 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. 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 2020 through February 2021 at each school. Responses received from 257 students, of which 65%, or 166, were unduplicated count students.

b. LCAP Annual Review and Stakeholder Input meeting, including DAC and Special Education Advisory Committee on March 12, 2020 and March 11, 2021

c. DELAC Stakeholder Input meeting held on March 13, 2020 and May 21, 2021

d. Consultation with certificated bargaining unit on February 24, 2020 and on February 22, 2021

e. Consultation with classified bargaining unit on March 10, 2020 and March 8, 2021

f. School Principals discussed the LCAP with their school site councils in early 2020 and in 2021.

g. Attended Countywide Foster Care Stakeholder meeting to obtain input on needs of Foster Youth

5. Stakeholders were provided qualitative and quantitative data on teacher credentialing, facilities conditions, 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 listed Stakeholder meetings

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

a. Accelerated Learning

b. Professional Development

c. Social-Emotional Learning Support

d. Strengthening Student Connectedness

e. Continued Implementation of Safety Protocols for In-Person Instruction

7. Provided a draft of our 2021 LCAP on the district website for all stakeholders to review prior to all public comment meetings
8. Advertised and conducted a public hearing to seek input on the LCAP at the June 4, 2021 Governing Board meeting
9. Adopted the LCAP at the June 15, 2021 Governing Board meeting.

A summary of the feedback provided by specific stakeholder groups.

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. **ACCELERATING LEARNING:** Provide instructional materials focused on accelerating learning, reduce class size for more individualized attention, employ intervention teachers and instructional assistants, provide technology devices for Transitional Kindergarten students
2. **PROFESSIONAL DEVELOPMENT:** Increase/sustain professional learning for staff in specific areas and provide more choice; instructional strategies for accelerating learning; focused professional learning for English Learners, Special Education, and other student groups
3. **SOCIAL-EMOTIONAL LEARNING SUPPORT:** Increase counseling services, increase mental health support, better implementation of the social-emotional learning curriculum (Second Step)
4. **STRENGTHENING STUDENT CONNECTEDNESS:** Reduce class size and caseloads, reduce/eliminate combo classes, emphasize personal relationships with students, provide more extracurricular activities and electives
5. **CONTINUED IMPLEMENTATION OF SAFETY PROTOCOLS FOR IN-PERSON INSTRUCTION:** Provide necessary personal protective equipment, increase use of outdoor spaces and equipment for learning, improve HVAC systems and air quality

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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. **ACCELERATING LEARNING** for all students as part of our Learning Recovery Plan: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, adding Special Day Class teachers, and employing additional classroom teachers for General Education Grades 4-8 to reduce class size. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum; and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. The district will be offering a Summer Academy to support learning recovery and expanded learning time. The district will also be continuing to improve technology access and systems for more seamless transition for students' learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers

have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes. (GOAL 1, ACTIONS 2, 3, 4, 5, 9, 11, 16)

2. PROFESSIONAL DEVELOPMENT: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2021-22 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students, with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for students in need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and para-educators within our district. (GOAL 1, ACTIONS 2 and 6)

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Goals and Actions

Goal

Goal #	Description
1	Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning focused goal:

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient and improve our reclassification rate and continue the implementation of the California English Learner Roadmap.
3. Continue to see an increase in state and local student assessment data, especially in the area of literacy across all content areas.
3. Increase support and improve learning outcomes 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 demonstrate growth for each student group.
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)
8. Provide early learning opportunities prior to Kindergarten.
9. Provide supplemental and intensified supports to student who require more academic support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Scale score points distance from standard	2018-19 SBAC English Language Arts				SBAC English Language Arts CA Dashboard Average Distance from Standard Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 5.2 points above African American: 15.6 points below Asian: 34.3 points above English Learner: 35.4 points below Filipino: 36.9 points above Hispanic: 11.7 points below Homeless: 19.0 points below Multiple races: 21.6 points above Socioeconomically disadvantaged: 17.7 points below Students with disability: 69.8 points below White: 10.2 points above</p> <p>2020-21 English Language Arts in progress. Results reported in July.</p>				<p>Student Groups All students: 15.0 points above African American: 1.0 point above Asian: 40.0 points above English Learner: 5.0 points below Filipino: 41.0 points above Hispanic: 10.0 points above Homeless: 1.0 point above Multiple races: 32.0 points above Socioeconomically disadvantaged: 5.0 points above Students with disability: 35.0 points below White: 20.0 points above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Scale score points distance from standard	<p>2018-19 SBAC Mathematics CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 10.2 points below African American: 51.6 points below Asian: 33 points above English Learner: 46.1 points below Filipino: 22.5 points above Hispanic: 30.7 points below Homeless: 28.1 points below Multiple races: 1.3 points above Socioeconomically disadvantaged: 34.8 points below Students with disability: 97.0 points below</p> <p>2020-21 Mathematics in progress. Results reported in July. White: 2.6 points below</p>				<p>SBAC Mathematics CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 5.0 points above African American: 20.0 points below Asian: 38.0 points above English Learner: 24.0 points below Filipino: 30.0 points above Hispanic: 1.0 point above Homeless: 1.0 point above Multiple races: 15.0 points above Socioeconomically disadvantaged: 5.0 points below Students with disability: 52.0 points below White: 10.0 points above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts Percent of students standard met or exceeded	2018-19 55.67% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment 2020-21 English Language Arts in progress. Results reported in July.				60.00% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment
CAASPP Mathematics Percent of students standard met or exceeded	2018-19 48.84% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment 2020-21 Mathematics in progress. Results reported in July.				57.00% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment
CAASPP Science (CAST) Percent of students standard met or exceeded	2018-19 33.26% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment 2020-21 Science in progress. Results reported in July.				45.00% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Alternative Assessment (CAA) English Language Arts	2018-19 25.81% achieving Level 2 or Level 3 2020-21 CAA English Language Arts in progress. Results reported in July.				38.00% achieving Level 2 or Level 3
California Alternative Assessment (CAA) Mathematics	2018-19 12.91% achieving Level 2 or Level 3 2020-21 CAA Mathematics in progress. Results reported in July.				28.00% achieving Level 2 or Level 3
Implementation of State Core Standards as measured by administrator classroom observation tool	2019-20 100% of classroom observation data with evidence of implementation of state standards				Maintain 100% of classroom observation data with evidence of implementation of state standards
The percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency	2019-20 64.5% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language				68.0 % of English Learners improving by one proficiency level or maintaining Level 4 from prior year on the Summative English Language Performance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Performance Assessment for California (ELPAC)				Assessment for California (ELPAC)
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	2019-20 Master Schedule: 100% of English Learners enrolled in courses with credentialed teacher with authorization to deliver Designated and Integrated English Language Development instruction				Master Schedule: Maintain 100% of English Learners enrolled in courses with credentialed teacher with authorization to deliver Designated and Integrated English Language Development instruction
English Learner Reclassification Rate	2019-20 11.10% of English Learners reclassified as Fluent-English Proficient (RFEP)				13.00% of English Learners reclassified as Fluent-English Proficient (RFEP)
Credentialed Teacher Rate	2019-20 100.0% of teachers credentialed				100.0% of teachers credentialed
Appropriately Credentialed and Assigned Teacher Rate	2019-20 100.0% appropriately credentialed and assigned				100.0% appropriately credentialed and assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Teacher Teaching Outside of Subject Area Rate	2019-20 0% of teachers assigned outside of subject area				0% of teachers assigned outside of subject area
Teacher of English Learners Mis-assignment Rate	2019-20 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	2019-20 Maintained 100% of students with access to standards aligned textbooks				Maintain 100% of students with access to standards aligned textbooks
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	2019-20 Maintained 100% pupil enrollment in a broad course of study				Maintain 100% pupil enrollment in a broad course of study
State School Facility Inspection Tool (FIT)	2019-20 3.13				3.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Program	<p>BASE:</p> <p>Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> 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 	\$67,762,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>acquire knowledge necessary for achieving proficiency in Common Core State Standards</p> <p>12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations</p> <p>13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program</p> <p>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</p> <p>15) Employee compensation structure and work environment that attracts and retains highly qualified staff</p> <p>16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP)</p> <p>17) Supplies, materials, and equipment needed to protect students and staff from transmission of COVID-19</p>		
2	Professional Development	<p>SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) 27 days per year for teachers to collaborate and engage in professional learning activities beyond their scheduled work day</p> <p>2) Coding Academy for Grade K-8 teachers</p> <p>3) Foundational Skills for Grade K-2 teachers</p> <p>4) Literacy Continuity for Grade 3-8 teachers</p> <p>5) Math Tasks for Grade K-5 teachers</p> <p>6) Core Collaborative Work sessions with consultant</p> <p>7) Cognitive Guided Instruction (CGI) training</p>	\$1,438,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>8) Pilot Next Generation Science Standards (NGSS) curriculum including English Language Development (ELD) for English Learners</p> <p>9) 2 day training for New Teacher Orientation including English Language Development (ELD) for English Learners</p> <p>10) ELA Training for K teachers including English Language Development (ELD) for English Learners and Guided Language Acquisition Development (GLAD) strategies</p> <p>11) Math Training for Grade K-5 teachers</p> <p>12) Combination class planning sessions</p> <p>13) Amplify Curriculum Training - includes ELD component</p> <p>14) NGSS Curriculum Training - includes ELD component</p> <p>15) College Preparatory Mathematics (CPM) Curriculum Training</p> <p>16) History/Social Science Curriculum Training - includes ELD component</p> <p>17) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies</p> <p>18) Classified staff will be offered 2 days of training in first aid, CPR, and AED use</p> <p>19) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager</p> <p>20) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff</p>		
3	Technology Devices	<p>SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; including low socio-economic students, Foster Youth, English Learners, and students with disabilities; and for teachers and classified instructional staff to support student learning.</p>	\$132,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Technology Infrastructure and Support	<p>SUPPLEMENTAL: Provide a robust, reliable, secure, and scaleable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete</p> <p>2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies</p> <p>3) Provide 1.0 FTE Director, Instructional Technology to plan and coordinate provision of digital resources for teachers and students</p>	\$2,580,000.00	Yes
5	Digital Learning Software Systems	<p>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 low socio-economic students, Foster Youth, English Learners, and students with disabilities. Software to include:</p> <p>1) Achieve 3000 - includes ELD component</p> <p>2) Dreambox - includes ELD component</p> <p>3) Safari Montage</p> <p>4) SchoolNET</p> <p>5) SeeSaw</p>	\$168,000.00	No
6	Curriculum Resource Teachers	<p>SUPPLEMENTAL: Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the</p>	\$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs of students needing additional support to succeed; including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 3.0 FTE planned for all years of the LCAP		
7	Curriculum Leadership Team	SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Science curriculum pilot for Middle School for 2021-22 2) Science curriculum pilot for Elementary Grades for 2022-23	\$14,000.00	Yes
8	Supplemental School Personnel	TARGETED: Provide funding for schools to employ supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for low socio-economic students, Foster Youth, English Learners, and students with disabilities as defined in their Single Plan for Student Achievement (SPSA)	\$31,000.00	Yes
9	Bilingual Assistants	TARGETED: Employ Bilingual Assistants for schools to support English Learner students in literacy and all content areas to support English Language Acquisition under the direction of a certificated teacher: 1) 5.25 FTE planned for all years of the LCAP	\$193,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Summer Academic Program	<p>SUPPLEMENTAL: Operate a 4 week Summer Academy Program to promote learning recovery for students adversely impacted by the COVID-19 pandemic; including low socio-economic students, Foster Youth, English Learners, and students with disabilities, by providing academic intervention services with integration of digital resources: 1) Planned for Summer 2021 and 2022</p>	\$269,000.00	No
11	Supplemental Instructional/Intervention Materials	<p>SUPPLEMENTAL: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Social/Emotional Learning Curriculum 2) Read 180 and System 44 for Students with Disabilities 3) RAZKIDS 4) Fountas and Pinnel LLI Kits - includes ELD component 5) LEXIA - includes ELD component 6) IReady English Language Arts and Math - includes ELD component 7) Rosetta Stone for English Learners and Immigrant Students (English Language Acquisition) 8) Other supplemental evidence based instructional resources for English Language Acquisition 9) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs</p>	\$791,000.00	Yes
12	Language Arts Specialists	<p>SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning intervention with students who are performing at lower academic levels including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 16.0 FTE planned for 2021-22, 9.0 FTE for subsequent years</p>	\$1,926,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 3) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students		
13	Transitional Kindergarten Program	SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten including low socio-economic students, Foster Youth, English Learners, and students with disabilities	\$544,000.00	Yes
14	Early Admission to Kindergarten Program	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program including low socio-economic students, Foster Youth, English Learners, and students with disabilities	\$231,000.00	Yes
15	Santee Success Program	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-risk students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)	\$149,000.00	Yes
16	Class Size Reduction for Grades 4-8	SUPPLEMENTAL: Temporarily reduce class sizes in General Education Grades 4-8 to enhance safety and promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21 which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Employ additional teachers	\$3,697,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2) Install portable classrooms at certain schools, as needed		
17	Instructional Assistants	<p>SUPPLEMENTAL: Provide Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21:</p> <p>1) Planned for 2021-22 only 2) Provide support for English Learner students in literacy and all content areas in English language acquisition under the direction of a certificated teacher 3) Provide support for Unduplicated Count students in literacy and mathematics under the direction of a certificated teacher</p>	\$422,000.00	No
18	Alternative School Instructional Supports	<p>SUPPLEMENTAL: Provide temporary additional instructional supports to the Alternative Education Program to enhance services provided to students whose parents/guardians prefer this option over traditional, in-person instruction:</p> <p>1) Hire additional Alt School Teacher(s), as needed, temporarily for the 2021-22 school year 1) Hire Special Day Class teacher(s) temporarily for the 2021-22 school year to support students with disabilities</p>	\$88,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and Panaroma survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Improve district attendance rate
4. Decrease chronic absenteeism
5. Increase the percent of students meeting the Physical Fitness Test
6. Maintain or increase the support for mental health services and counseling services.
7. Provide supplemental and intensified supports to student who require more academic, behavioral, and/or emotional support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	2019-20 (Based on 143 day school year due to school closures): 96.0%				97.0%
Chronic Absenteeism Rate: Percent of students absent more than 10% of school days enrolled	2019-20 (Based on 143 day school year due to school closures): All students: 4.4%				All students: 3.0% African American: 4.5% Asian: 2.5% English Learner: 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 6.3% Asian: 3.2% English Learner: 4.7% Filipino: 3.6% Hispanic: 5.0% Homeless: 10.1% Multiple races: 2.6% Socioeconomically disadvantaged: 6.5% Students with disability: 7.5% White: 4.0%				Filipino: 3.0% Hispanic: 4.0% Homeless: 8.0% Multiple races: 2.0% Socioeconomically disadvantaged: 5.0% Students with disability: 6.0% White: 3.0%
Suspension Rate: Percent of students	2019-20 (Based on 143 day school year due to school closures): All students: 2.4% African American: 3.0% Asian: 1.2% English Learner: 1.9% Filipino: 0.9% Hispanic: 2.4% Homeless: 3.3% Multiple races: 2.9% Socioeconomically disadvantaged: 3.4% Students with disability: 5.4% White: 2.4%				All students: 2.0% African American: 2.2% Asian: 0.8% English Learner: 1.2% Filipino: 0.7% Hispanic: 1.8% Homeless: 2.2% Multiple races: 2.6% Socioeconomically disadvantaged: 2.4% Students with disability: 3.4% White: 2.0%
California Healthy Kids Survey (Grade 7)	2019-20				68% of students responding "High" on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Connectedness	63% of students responding "High" on School Connectedness				School Connectedness
Expulsion Rate: Percent of students	2019-20 0.0% of students expelled				0.0% of students expelled
Middle School Dropout Rate: Percent of Students	2019-20 0.0% of students dropping out of middle school				0.0% of students dropping out of middle school
Climate of Support for Academic Learning Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 84% Favorable Middle School (6-8) 86% Favorable				Elementary (grades 3-5) 87% Favorable Middle School (6-8) 89% Favorable
Knowledge and Fairness of Discipline, Rules and Norms Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 86% Favorable Middle School (6-8) 81% Favorable				Elementary (grades 3-5) 89% Favorable Middle School (6-8) 84% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sense of Belonging (School Connectedness) Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 70% Favorable				Elementary (grades 3-5) 84% Favorable Middle School (6-8) 73% Favorable
Safety Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 85% Favorable Middle School (6-8) 73% Favorable				Elementary (grades 3-5) 88% Favorable Middle School (6-8) 76% Favorable
Growth Mindset Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 79% Favorable Middle School (6-8) 71% Favorable				Elementary (grades 3-5) 82% Favorable Middle School (6-8) 74% Favorable
Self-Management Panorama CORE Student Survey: Socioemotional Learning Fall Survey	2019-20 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 76% Favorable				Elementary (grades 3-5) 84% Favorable Middle School (6-8) 79% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students responding "Favorably"					
Social Awareness Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 68% Favorable				Elementary (grades 3-5) 79% Favorable Middle School (6-8) 71% Favorable
Self-Efficacy Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2019-20 Elementary (grades 3-5) 68% Favorable Middle School (6-8) 59% Favorable				Elementary (grades 3-5) 71% Favorable Middle School (6-8) 65% Favorable

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Well-Being Initiatives	<p>SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives and train staff on implementation which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) Implement Thrively APP for middle school students to identify their interests and career choices. Encourage schools to offer middle school elective courses in career exploration.</p>	\$33,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being</p> <p>3) Develop and implement various performing and visual arts electives and opportunities</p> <p>4) Conduct an annual student survey to determine the level of safety and connectedness felt by students</p>		
2	Student Mental Health Initiatives	<p>SUPPLEMENTAL: Employ Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, English Learners, and students with disabilities; and parents toward College and Career Readiness</p> <p>1) 9.0 FTE planned for 2021-22; 7.0 FTE planned for subsequent 2 years</p> <p>2) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities</p> <p>3) Track progress for students who are chronically absent and provide support</p> <p>4) 0.50 FTE of Director Community Collaborative for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students</p>	\$1,011,000.00	Yes
3	Student Attendance Improvement	<p>SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include:</p> <p>1) 0.50 FTE Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism</p> <p>2) Attendance incentives</p> <p>3) Regular data analysis to identify issues early</p> <p>4) Increased focus on chronic absentee students to monitor and track progress</p>	\$84,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 6) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Improve and/or increase parent participation and engagement in their child(ren)'s learning process in preparation for high school and beyond.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process engaged in prior to the LCAP 2021-24 cycle. Our stakeholder groups identified the importance of the following areas when considering the development of learning goal with a focus on the whole child:

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/community volunteer hours	27,641 volunteer hours				40,000 volunteer hours
Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)	260 participants				270 participants
Number of parent workshops and event announcements for	Number of workshops and events that were advertised by flyer: 32				Number of workshops and events that were advertised by flyer: 50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated count and individuals with exceptional needs					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	<p>SUPPLEMENTAL: Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) 0.50 FTE of Director Community Collaborative to oversee improving and increasing parent involvement 2) Implement a District APP to improve parent communication and engagement 3) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families</p>	\$81,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.59%	\$4,287,284

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 2: PROFESSIONAL DEVELOPMENT

1) This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Hispanic, African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics. Each year, during the development of a comprehensive professional development plan, the District considers the needs of unduplicated count students and the achievement status of these groups in relation to all students in order to offer evidenced based professional development opportunities targeted towards improving their achievement. For 2021-22, this includes training for new teachers, 4th and 5th grade ELA teachers, and workshops focused on Guided Language Acquisition Development (GLAD) strategies. Teachers will respond to identified learning and language needs through differentiation of instruction by content, process, or product. Differentiation will provide flexibility in the ways in which students access and engage in learning, and provide varied opportunities for students to demonstrate their learning. In addition to differentiation, teachers will scaffold instruction to facilitate access to content standards based on language and learning needs. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content. Our staff has been engaging in professional learning around using culturally responsive teaching methods and we will continue this work to build capacity throughout the district. The district will also continue the professional learning focused on Cognitive Guided Instruction to support improving student outcomes in mathematics. Each year we have a cohort of teachers that engage in a 3 year learning cycle to improve their mathematical instructional practice. This work supports closing the performance gap for our unduplicated count students.

2) The District believes these actions increase the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum and professional

development for mathematics instruction. 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. Our comprehensive professional development plan is based on supporting these specific student groups and analyzed for effectiveness. The district offers evidence based professional learning and monitors implementation and student progress.

Goal 1, Action 3: DIGITAL DEVICES

- 1) This action is based on our need to improve outcomes for specific student groups that perform at a lower level than all students and this action provides access and equity for all student groups. This action allows us to personalize the learning environment for all students through our digital 1:1 learning program. 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 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.
- 2) 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, especially unduplicated count students and students with disabilities. 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.

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).

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Goal 1, Action 4: TECHNOLOGY INFRASTRUCTURE AND SUPPORT

- 1) This action is based on our need to provide a robust, reliable, and scalable digital network to support instructional technology. In 2020-21, through survey and other feedback methods, we determined that some students had access to devices and Internet beyond the school day while others did not. Our 1:1 initiative to provide devices and Internet access for every student is an endeavor to allow our foster youth, English learners, low socio-economic students, and students with disabilities to have a device at school and at home. This allows them to engage in learning and access curriculum and tools that are specific to their needs, which provides them a level of independence beyond the school day and creates equity for programs and resources throughout the District. This action includes setting aside funds in a Technology Reserve to replace end user devices for students, teachers, and instructional assistants when they become obsolete; and to replace and upgrade network equipment and pathways, when necessary, to ensure the digital network remains functional, reliable, robust, and able to adapt to changes prompted by revised industry standards, new instructional strategies, and innovative ideas.
- 2) Since the District's LCAP has several actions emphasizing the use of instructional technology resources to improve student learning and outcomes, it is imperative that the District have a long-term plan to protect its investment in these resources and ensure their availability for students, teachers, and staff well into the future.

Goal 1, Action 5: DIGITAL LEARNING SOFTWARE SYSTEMS

- 1) This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Digital Learning Software Systems 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 includes Achieve 3000 or equivalent, Dreambox, Safari Montage, and SchoolNET. These programs are used to supplement our core curriculum and provide targeted intervention as part of our MTSS. The district will also procure SeeSaw as a learning management tool used by primary teachers to allow students to learn beyond the school day.
- 2) The district believes the use of several supplemental programs will make a difference for unduplicated count students including students with disabilities as part of our MTSS program. Dreambox Math is standards 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).

References:

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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 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).

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:

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:

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Goal 1, Action 6: CURRICULUM RESOURCE TEACHERS

1) 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. Classroom and Intervention Resource Teachers need coaching support in order to accelerate learning for English learners, Foster Youth, low socio-economic students, and students with disabilities; all of whom have the highest need. Based on a review of assessment data, this need has intensified as the District plans for the 2021-22 school year following Pandemic related school closures, disruptions, and reduced classroom time. The Curriculum Resource Teachers will provide this coaching support, which directly benefits unduplicated pupil count students. 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.

2) The use of district-level Teachers on Special Assignment allows the District to target its 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 California state standards, instructional support for our one to one digital initiative, and personalized learning experiences for students, especially unduplicated count students. Our TOSA's are integral in our comprehensive professional development plan as noted above in Goal 1, Action 2.

Goal 1, Action 7: CURRICULUM LEADERSHIP TEAM

1) This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. The Curriculum Leadership Team provides an opportunity for experienced teachers to guide the District on development of tools and resources for classroom teachers. The Team begins with an equity lens to select high quality resources and tools for accelerating learning, especially for unduplicated pupil count students with greater needs. Release time for Curriculum Leadership Team will be provided to develop curriculum unit maps aligned to the California state standards and facilitate professional development. This team of teachers reviews curriculum as pilot teachers and provides support on the curriculum mapping for implementation of curriculum. These teachers engage in action research within their classrooms to provide guidance on evidenced based curriculum to support student groups, especially for unduplicated count students. Another benefit of this work is the teachers engage in the assessment and improvement of their own practice also related to Goal 1, Action 2 above.

2) The district believes the development and conditions in order for teachers to engage in evidenced based practices can support the improvement of these student groups performing at a lower level than all students. Classroom-based action research involves teachers conducting collaborative, evidence based investigations into their own classroom routines and instructional practices with a view to understanding how to improve the quality of their practice. Teachers use qualitative and quantitative measures to evaluate the effectiveness of curriculum and instructional practices over time with a specific focus on improving outcomes for unduplicated count students.

Goal 1, Action 8: SUPPLEMENTAL SCHOOL PERSONNEL

1) Certain schools will hire additional staff, as needed, to provide intervention for students with academic needs and improve student learning for unduplicated count students. Funding is provided to each school based on the percentage of unduplicated count students to fund additional teaching support and the review of student group data on the school California dashboard performance. An intervention teacher or intervention instructional assistant plays a role in assisting students having difficulty in the classroom.

2) Intervention support staff provides expertise and intentional supports to students who demonstrate educational challenges. The support staff works collaboratively with the classroom teachers to provide more targeted instruction as part of our MTSS. Further it increases the number of adults available to support all unduplicated count students and improve student outcomes through interventions.

Goal 1, Action 9: BILINGUAL ASSISTANTS

1) Provide 12 Bilingual Assistants (5.25 FTE) to support English Language Learners. The bilingual assistants support the classroom teachers with integrated ELD instruction and followup practice from designated ELD instruction. This action is based on our need to improve outcomes for English Learners that performed at a lower level than all students in ELA and represent a performance gap due to English Language Acquisition needs.

2) The English Learner intervention support staff provides expertise and intentional supports to English Learners. The support staff works collaboratively with the classroom teacher to provide more targeted instruction based on English Language Acquisition standards.. Further it increases the number of adults available to support English Learners to improve student outcomes. We have found this effective as it provides a strong personal connection for the student and family. We have also been able to hire many paraeducators with several primary languages that match our students primary language and offer a bridge to English language acquisition.

Goal 1, Action 10: SUMMER ACADEMY PROGRAM

1) During the summer, a 4 week session is offered to unduplicated count students to receive additional instructional support in all academic areas to reach their unique potential. This action is based on our need to improve outcomes for student groups that performed at a lower level than all students in ELA and Mathematics and represent a performance gap. Unduplicated count students invited to this program

receive English Language Arts and Mathematics instruction integrated through the curriculum to maintain skills. Research studies have found that summer learning loss disproportionately affects low-income students. Low-income students lose substantial ground in reading during the summer (Wallace Foundation, 2011).

2) Normally, we tend to observe a temporary decline in reading and math skills over the summer. The summer academy program provides these students an opportunity to maintain their reading, writing, and math skills. Rigorous studies have shown that strong summer programs can achieve several important goals: reverse summer learning loss, achieve learning gains, and give students in need of supplemental academic supports or more intensive academic supports the chance to master material that they did not learn during the previous school year (Wallace Foundation, 2011).

Goal 1, Action 11: SUPPLEMENTAL INSTRUCTIONAL/INTERVENTION MATERIALS

1) 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. Purchase and implement social/emotional learning curriculum. Funding is provided to each school based on the percentage of unduplicated count students for these supplemental curricular programs. Each school has a unique context and student population. This funding can address specific site based needs based on the review of the school California dashboard and captured in their SPSA for supporting student needs beyond district provided core and supplemental programs.

2) Each school determines the supplemental curriculum to meet the needs of their unduplicated count students beyond the districtwide core and supplemental curriculum. The school identifies, studies, and implements evidence based curriculum supports depending on their student needs and school context as stated in their SPSA. They evaluate supplemental curriculum through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student need.

Goal 1, Action 12: LANGUAGE ARTS SPECIALISTS

1) This action is based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Hispanic, African American, Homeless, Socioeconomically Disadvantages, Students with Disabilities, and English Learners performed below on CAASPP and local assessments in ELA. 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 as part of our MTSS.

2) The Language Arts Specialist or the Intervention Resource Teacher provide site level leadership to the staff in the implementation of the California state 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 is 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 California state standards, especially in the area of ELA/ELD.

Goal 1, Action 13: TRANSITIONAL KINDERGARTEN PROGRAM

1) Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten. This program is offered for a full year prior to Kindergarten. In 2019-20 school year, the district offered a full inclusion Transition Kindergarten class to support preschool aged students with disabilities which will continue in 2021-22. Children that have not experienced a pre-K or preschool program start school at a significant disadvantage. The District believes offering a TK program is one means to reduce the number of students entering Kindergarten with this disadvantage. Furthermore, the TK program provides a more equitable opportunity for unduplicated count students to be well-

prepared for Kindergarten.

2) Provides PreK students with the academic and social skills needed for successfully entering Kindergarten. The district believes in offering early school experiences to support all students and especially our unduplicated count students including students with disabilities. These programs prepare PreK students to enter Kindergarten with age appropriate academic and social skills. Providing supportive relationships and a safe environment can improve outcomes for all children and especially those who are most vulnerable [Finkelhor et. al. (2005)]. Some of the effectiveness factors in early care and education that have been shown by multiple studies to improve outcomes for children include language rich environment, developmentally appropriate curriculum, safe physical setting, and warm and responsive adult-child interactions as cited in Center on Developing Child (2007). www.developingchild.harvard.edu

Goal 1, Action 14: EARLY ADMISSION TO KINDERGARTEN PROGRAM

1) Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program. This program is designed for a two trimester early education program offered prior to Kindergarten. Children that have not experienced a pre-K or preschool program start school at a significant disadvantage. The District believes offering an EAK program is one means to reduce the number of students entering Kindergarten with this disadvantage. Furthermore, the EAK program provides a more equitable opportunity for unduplicated count students to be well-prepared for Kindergarten.

2) Provides PreK students with the academic and social skills needed for successfully entering Kindergarten. The district believes in offering early school experiences to support all students and especially our unduplicated count students including students with disabilities. These programs prepare PreK students to enter Kindergarten with age appropriate academic and social skills. Providing supportive relationships and a safe environment can improve outcomes for all children and especially those who are most vulnerable [Finkelhor et. al. (2005)]. Some of the effectiveness factors in early care and education that have been shown by multiple studies to improve outcomes for children include language rich environment, developmentally appropriate curriculum, safe physical setting, and warm and responsive adult-child interactions as cited in Center on Developing Child (2007). www.developingchild.harvard.edu

Goal 1, Action 15: SANTEE SUCCESS PROGRAM

1) Provide a temporary alternative instructional setting for students with significant behavior issues. The program has a low ratio of students to teachers which provides more opportunity to individualize instruction and intervene on behavioral issues in order to improve student outcomes. The program goal is to increase the students' capacity to function well in a comprehensive school setting.

2) 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. The effectiveness of the program is evident in the number of students who return to a comprehensive setting in a relatively short amount of time and demonstrate continued success by remaining at their schools.

Goal 1, Action 16: CLASS SIZE REDUCTION FOR GRADES 4-8

1) The district recognizes that unduplicated pupil count students need more individualized instruction to demonstrate mastery of learning similar to typical peers. Therefore, the district has determined to reduce class sizes for 2021-22 and 2022-23 as a strategy to give students, especially unduplicated count students, more inclusive academic, behavioral, and social-emotional support and provide the differentiation necessary to accelerate learning over the next two school years. This will also allow more adult interaction with students during the school day.

2) The district believes this strategy of temporary class size reduction is a way to increase and improve services for students that

experienced some educational challenges due to the COVID-19 pandemic that impacted students over two school years. While class size has a demonstrable cost, it may prove to raise achievement levels and improve student outcomes in regards to broader life outcomes as well (e.g. student connectedness, building independence and resilience).

Goal 1, Action 17: INSTRUCTIONAL ASSISTANTS

- 1) The district will employ instructional assistants to support our Language Arts Specialists and provide site supplemental academic supports under the direction of the certificated teacher. They will provide support for individuals and groups of students under the direction of the specialist teacher.
- 2) The district believes instructional assistants are key members of the school staff supporting teachers and providing targeted support for students under the direction of the certificated teacher. Instructional Assistants will participate in on-going training by site and district certificated staff. These additional adults may prove to support students as they become more independent and effective learners.

Goal 1, Action 18: ALTERNATIVE SCHOOL INSTRUCTIONAL SUPPORTS

- 1) This action is designed to provide a supporting academic environment and an alternative for in-person that has significantly more support for parents as the primary instructor in a home school program. The district has provided a home school program for many years and has found it to be more effective when designed as an alternative learning option that is more robust than distance learning as the parent is a partner with the certificated teacher in providing the learning experience.
- 2) Each year we do an analysis of the program based on all local data measures and provide a governing board report on the effectiveness of student learning in our alternative home school program.

Goal 2, Action 1: STUDENT WELL-BEING INITIATIVES

- 1) Provide behavioral incentives, school connectedness endeavors, and other student well-being initiatives. Based on a review of performance gaps, a significant number of unduplicated pupil count students demonstrated a need for social-emotional and behavioral supports to improve academic outcomes. Funding is provided to each school based on the percentage of unduplicated count students to fund additional teaching support and the review of student group data on the school California dashboard performance. This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in the sense of safety and a lower than desired level of school connectedness.
- 2) Each school determines the initiatives needed for their unique student population. The school identifies, studies, and implements evidence based programs depending on their student needs and school context as stated in their SPSA. They evaluate these programs through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student need as part of our MTSS.

Goal 2, Action 2: COUNSELORS

- 1) Provide 9.0 FTE counselor/social worker service for all students with a focus on unduplicated count students for 2021-22, and 7.0 FTE for subsequent years. This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in the sense of safety and a lower than desired level of school connectedness. The counselors/social workers focus on providing social/emotional learning to improve student outcomes.
- 2) The district-wide allocation of 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.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school according to Mullis, F. & Otwell, P. (1997).

Goal 2, Action 3: STUDENT ATTENDANCE IMPROVEMENT PLAN

1) Develop and implement a comprehensive student attendance improvement plan. The District uses data to highlight students showing early signs of chronic absenteeism in order to intervene, disrupt this trend, and ensure students are regularly present at school. This is done through use of Student Attendance Review Teams and the Student Attendance Review Board. This action tends to focus more on Foster Youth, homeless, low-socioeconomic students, and students with disabilities since these groups usually exhibit a higher rate of chronic absenteeism than the average.

2) This action focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement. The effectiveness of this action is evident through several measures. These include an increase in SARTs and SARBs, a decrease in chronic absenteeism, and an increase in the District's student attendance rate to 95.90% in 2019-20. Research shows that attendance is an important factor for student achievement and chronic absenteeism has been linked to reduced student achievement according to Gottfried (2014).

Goal 3, Action 1: PARENT WORKSHOP AND COMMUNITY RESOURCES

1) Provide workshops, community resources, and opportunities for parents to become partners within the school community. Schools are provided funding to pay for endeavors they believe will be successful in increasing parent engagement. This action tends to focus more on Foster Youth, homeless, English Learners, low-socioeconomic students, and students with disabilities since parents for students in these groups require additional support and resources due to their unique needs.

2) 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. The district believes in the importance of working with families as partners in education and this partnerships is incredibly important for families of unduplicated count students. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes (Young, Austin, & Growe, 2013). This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Required Descriptions section contains details on how the services of unduplicated count students are being increased or improved by the percentage required:

Goal 1, Action 2: PROFESSIONAL DEVELOPMENT

The district will provide a comprehensive professional development plan based on our need to improve outcomes for student groups that performed at a lower level than all students and represent a performance gap. Specifically, Hispanic, African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum. Teachers will be released for professional learning as well as stipends. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content so that students can build on and legitimize their experiences and what they know.

Goal 1, Action 3: DIGITAL DEVICES

Provide IPADs for students in Transitional Kindergarten program who were not previously provided one under the District's 1:1 Digital Learning Program. The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students for learning recovery even beyond the school day.

Goal 1, Action 4: TECHNOLOGY INFRASTRUCTURE AND SUPPORTS

Provide mechanisms for replacing and upgrading end user devices, network equipment, and digital pathways to ensure technology resources are functional, reliable, and available well into the future. The District believes that a reliable and robust digital network is essential to increase student learning, especially for unduplicated count students and students with disabilities.

Goal 1, Action 5: DIGITAL LEARNING SOFTWARE SYSTEMS

The district believes the use of several supplemental programs will make a difference for unduplicated count students including students with disabilities as part of our MTSS program. We will purchase several supplemental curriculum programs to support learning recovery to extend learning beyond the school day.

Goal 1, Action 6: CURRICULUM RESOURCE TEACHERS

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
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.

Goal 1, Action 7: CURRICULUM LEADERSHIP TEAM

Classroom-based action research involves teachers conducting collaborative, evidence based investigations into their own classroom routines and instructional practices with a view to understanding how to improve the quality of their practice. Teachers use qualitative and quantitative measures to evaluate the effectiveness of curriculum and instructional practices over time with a specific focus on improving outcomes for unduplicated count students.

Goal 1, Action 8: SUPPLEMENTAL SCHOOL PERSONNEL

School sites have the opportunity to use supplemental site funds to employ intervention support staff. The support staff provides expertise and intentional supports to students who require supplemental and intensive academic supports. The support staff works collaboratively with the classroom teachers to provide more targeted instruction as part of our MTSS. Further it increases the number of adults available to support all unduplicated count students and improve student outcomes. The support staff allows the district to offer small group interventions and 1:1 interventions and student conferencing when necessary.

Goal 1, Action 9: BILINGUAL ASSISTANTS

The English Learner intervention support staff provides expertise and intentional supports to English Learners. The support staff works collaboratively with the classroom teacher to provide more targeted instruction based on English Language Acquisition standards. Further it increases the number of adults available to support English Learners to improve student outcomes.

Goal 1, Action 10: SUMMER ACADEMY PROGRAM

This action is based on our need to improve outcomes for student groups that demonstrated the need for learning recovery by extending the school year. Unduplicated count students invited to this program receive English Language Arts and Mathematics instruction integrated through the curriculum to maintain skills.

Goal 1, Action 11: SUPPLEMENTAL INSTRUCTIONAL/INTERVENTION MATERIALS

Each school receives supplemental funds and the site determines the supplemental curriculum to meet the needs of their unduplicated count students beyond the districtwide core and supplemental curriculum. The school identifies, studies, and implements evidence based curriculum supports depending on their student needs and school context as stated in their SPSA.

Goal 1, Action 12: LANGUAGE ARTS SPECIALISTS

Employ 9.0 FTE Language Arts Specialist/Intervention Resource Teachers to provide support for students experiencing learning loss during school closures. The Intervention Resource Teachers (IRTs) provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention programs, including English Language Development (ELD) instruction. This increases the number of certificated adults available to support the instructional program for all unduplicated count students.

Goal 1, Action 13: TRANSITIONAL KINDERGARTEN PROGRAM

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 and provide additional learning opportunities for unduplicated count students.

Goal 1, Action 14: EARLY ADMISSION TO KINDERGARTEN PROGRAM

Provides PreK students with the academic and social skills needed for successfully entering Kindergarten and this program begins in January. These programs prepare PreK students to enter Kindergarten with age appropriate academic and social skills and provide additional learning opportunities for unduplicated count students.

Goal 1, Action 15: SANTEE SUCCESS PROGRAM

Provide a temporary alternative instructional setting for students with significant behavior issues. The program has a low ratio of students to teachers which provides more opportunity to individualize instruction and intervene on behavioral issues in order to improve student outcomes. The program goal is to increase the students' capacity to function well in a comprehensive school setting.

Goal 1, Action 16: CLASS SIZE REDUCTION FOR GRADES 4-8

Hire additional teachers to reduce class size for general education classes in grades 4-8 to minimize the number of students in order to provide more inclusive academic program and implement the academic supports for learning recovery. Lower class sizes will allow teachers the opportunity to assess the individual needs of unduplicated pupil count students and provide more personalized support for them.

Goal 1, Action 17: INSTRUCTIONAL ASSISTANTS

Employ Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21. This action increases the number of classified adults available to support the instructional program for all unduplicated count students.

Goal 1, Action 18: ALTERNATIVE SCHOOL INSTRUCTIONAL SUPPORTS

Hire and/or reassign general education classroom teachers for our home school program that includes a strong educator partnership with parents. This action also includes providing Special Day Class teacher(s) for this program, as needed. The district wanted to offer options for families of unduplicated pupil count students who may be put at-risk by in-person instruction.

Goal 2, Action 1: STUDENT WELL-BEING INITIATIVES

Each school determines the initiatives needed for their unique student population. The school identifies, studies, and implements evidence based programs depending on their student needs and school context as stated in their SPSA. They evaluate these programs through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student need as part of our MTSS.

Goal 2, Action 2: COUNSELORS

Provide 9.0 FTE Counselors/Social Workers to address the social-emotional needs of students in 2021-22 and 7.0 FTE in subsequent years. Having Counselors/Social Workers increases the number of credentialed adults available to support all unduplicated count students with mental health and social-emotional needs.

Goal 2, Action 3: STUDENT ATTENDANCE IMPROVEMENT PLAN

This action focuses resources on decreasing chronic absenteeism and increasing student attendance and implementation of reengagement strategies that support unduplicated count students. Since Foster Youth and Homeless students tend to experience higher rates of chronic absenteeism, these staff members have systems for tracking, monitoring, and supporting these students to improve attendance.

Goal 3, Action 1: PARENT WORKSHOP AND COMMUNITY RESOURCES

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. This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning.



Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$63,786,000.00	\$7,679,000.00	\$4,738,000.00	\$5,816,000.00	\$82,019,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$67,769,151.00	\$14,249,849.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Core Program	\$58,047,000.00	\$1,959,000.00	\$4,738,000.00	\$3,018,000.00	\$67,762,000.00
1	2	English Learners Foster Youth Low Income	Professional Development	\$1,100,000.00	\$148,000.00		\$190,000.00	\$1,438,000.00
1	3	English Learners Foster Youth Low Income	Technology Devices	\$132,000.00				\$132,000.00
1	4	English Learners Foster Youth Low Income	Technology Infrastructure and Support	\$1,580,000.00			\$1,000,000.00	\$2,580,000.00
1	5	All	Digital Learning Software Systems		\$168,000.00			\$168,000.00
1	6	English Learners Foster Youth Low Income	Curriculum Resource Teachers	\$375,000.00				\$375,000.00
1	7	English Learners Foster Youth Low Income	Curriculum Leadership Team	\$14,000.00				\$14,000.00
1	8	English Learners Foster Youth Low Income	Supplemental School Personnel	\$19,000.00			\$12,000.00	\$31,000.00
1	9	English Learners	Bilingual Assistants	\$146,000.00			\$47,000.00	\$193,000.00
1	10	Unduplicated count students	Summer Academic Program		\$269,000.00			\$269,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Supplemental Instructional/Intervention Materials	\$21,000.00	\$598,000.00		\$172,000.00	\$791,000.00
1	12	English Learners Foster Youth Low Income	Language Arts Specialists	\$1,136,000.00	\$790,000.00			\$1,926,000.00
1	13	English Learners Foster Youth Low Income	Transitional Kindergarten Program	\$544,000.00				\$544,000.00
1	14	English Learners Foster Youth Low Income	Early Admission to Kindergarten Program	\$231,000.00				\$231,000.00
1	15	English Learners Foster Youth Low Income	Santee Success Program	\$149,000.00				\$149,000.00
1	16	All	Class Size Reduction for Grades 4-8		\$3,237,000.00		\$460,000.00	\$3,697,000.00
1	17	All	Instructional Assistants		\$422,000.00			\$422,000.00
1	18	Those not desiring in-person instruction	Alternative School Instructional Supports		\$88,000.00			\$88,000.00
2	1	English Learners Foster Youth Low Income	Student Well-Being Initiatives	\$33,000.00				\$33,000.00
2	2	English Learners Foster Youth Low Income	Student Mental Health Initiatives	\$137,000.00			\$874,000.00	\$1,011,000.00
2	3	English Learners Foster Youth Low Income	Student Attendance Improvement	\$84,000.00				\$84,000.00
3	1	English Learners Foster Youth Low Income	Parent Involvement	\$38,000.00			\$43,000.00	\$81,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,739,000.00	\$9,613,000.00
LEA-wide Total:	\$5,574,000.00	\$9,389,000.00
Limited Total:	\$165,000.00	\$224,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,100,000.00	\$1,438,000.00
1	3	Technology Devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,000.00	\$132,000.00
1	4	Technology Infrastructure and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,580,000.00	\$2,580,000.00
1	6	Curriculum Resource Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,000.00	\$375,000.00
1	7	Curriculum Leadership Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	\$14,000.00
1	8	Supplemental School Personnel	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Hill Creek Pepper Drive PRIDE Academy Rio Seco	\$19,000.00	\$31,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Bilingual Assistants	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$146,000.00	\$193,000.00
1	11	Supplemental Instructional/Intervention Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,000.00	\$791,000.00
1	12	Language Arts Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,136,000.00	\$1,926,000.00
1	13	Transitional Kindergarten Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$544,000.00	\$544,000.00
1	14	Early Admission to Kindergarten Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,000.00	\$231,000.00
1	15	Santee Success Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$149,000.00	\$149,000.00
2	1	Student Well-Being Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	\$33,000.00
2	2	Student Mental Health Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$137,000.00	\$1,011,000.00
2	3	Student Attendance Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,000.00	\$84,000.00
3	1	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	\$81,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.