

Strategy section:

The District Local Control Accountability Plan (LCAP) contains three goals. LCAP goal 1 is to improve student learning and demonstrate annual growth in California State Standards in all academic content areas. LCAP goal 2 is to improve and/or increase services to support the social, emotional, and physical well-being of students and their families. LCAP goal 3 is to improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees.

Overall, the District had no areas in Red as represented on the California Dashboard. The District has identified the following areas as needing improvement.

Significant Need for Improvement: Chronic Absenteeism

- All students fell into the orange performance level
- African American, Students with Disabilities, English Learners, Filipino, Homeless, Socioeconomically Disadvantaged, and Two or more races student groups fell into the orange performance level

In order to decrease Chronic absenteeism, site administrators are monitoring attendance on a weekly basis and identifying students prior to meeting the criteria for chronic absenteeism. One strategy is to hold a School Attendance Review Team (SART) meeting with the student and family to set up support systems to improve attendance. We provide intervention support academically, emotionally, and socially as part of our Multi-tiered Support System (MTSS) to address reasons for poor attendance (LCAP Goal 2, Action 3). Title II and state funds will be used to continue professional learning for best practices in improving our MTSS.

Significant Need for Improvement: Suspension Rate

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

In order to decrease the suspension rate, we have added additional counselors within the district to design intervention and support services for these specific student groups (LCAP Goal 2, Action 2). Our District is also piloting Social Emotional Learning (SEL) curriculum during the 2019-2020 school year. Schools will receive professional learning on Positive Behavioral Intervention Supports (PBIS), Restorative Practices, and Trauma Informed Care (LCAP Goal 1, Action 2). The district uses a combination of Title II and state funds to support improving our learner-centered environment.

Significant Need for Improvement: English Language Arts

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

All school sites will receive training around Guided Reading and implementing evidence-based strategies to move students toward meeting grade level expectations. The district supports professional learning in ELA using Title II and state funds. Schools with multiple funds such as Title I and state supplemental funds have the opportunity to also provide intervention supplemental resources, professional development, and employ intervention staff to support students using a Multi-tiered support system.

Significant Need for Improvement: Mathematics

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

The district will engage a second cohort of teachers in professional learning around Cognitive Guided Instruction (CGI) over the summer of 2019, which is a proven instructional process highlighted in the state frameworks. The district will use Title II and state funds to support professional learning in mathematics. Schools with multiple funds such as Title I and state supplemental funds have the opportunity to also provide intervention supplemental resources, professional development, and employ intervention staff to support students using a Multi-tiered support system.

Stakeholder process: The District provides an Executive Summary that reviews multiple data points, a review of this data is done as part of a Needs Assessment with all stakeholder groups to ensure all Federal funds are allocated to meet the needs of students. Data is provided in a user-friendly format to report trends using 3 prior years or baseline data for new measures. These measures are evaluated based on yearly improvement targets. Within the Executive Summary, we provide the action service steps to meet the LCAP goals. The LCAP goals and action service steps include state and federal funds. Stakeholders use the current action service steps, data analysis, and guided questions based on this information to provide input. This information is available in multiple forms, and there is an opportunity for stakeholders to provide input through a link on the District's website, through email or during one of our stakeholder meetings throughout the comprehensive stakeholder process.

Alignment section:

Based on Stakeholder meetings, we categorized the input by themes. The following themes emerged: additional support for English Learners, increase in Professional Development, address social-emotional learning, and improve students feeling safe, and increase student connectedness. These themes are incorporated into LCAP actions and services. Student safety, student connectedness, and social emotional learning is addressed through our Local Control Accountability Plan (LCAP) actions and services specifically with state, Title I, and Title II funds.

The following themes emerged as "High Value" for stakeholders and are funded with Title I, Title II, Title III and supplemental and targeted state funds:

- a. English Language Learner Support and English Language Arts improvement for all students:

- LCAP Goal 1, Actions 6 and 7 (supplemental)
 - LCAP Goal 1, Actions 8 through 12 (targeted)
- b. Professional Development: LCAP Goal 1, Action 2 (supplemental)
- c. Social Emotional Learning Curriculum: LCAP Goal 1, Action 11 (targeted)

In addition, the district identified other areas of need based on a review of the California Dashboard and overall student learning growth and progress.

To support English Learners, we will fund two additional Bilingual Assistants to provide push in support for English Learners (LCAP Goal 1, Action 9). In addition, we will train our Bilingual Assistants, as well as our Language Arts Specialists (LAS) in Imagine Learning English (ILE), which is a program that will be purchased for all Newcomers to the English Language Development (LCAP Goal 1, Action 11). All Language Arts Specialists, Curriculum Resource Teachers, and two teachers from each school site will also be trained in Project GLAD to learn research-based strategies for supporting English Learners in the Classroom (LCAP Goal 1, Action 2). All of these English Learner supports are funded with Title III and state supplemental funds.

Several school sites will fund Instructional Resource Teachers (IRTs) and instructional assistants to provide direct services to learners below grade level to close the achievement gap in both English Language Arts and Mathematics. Schools will use Title I and state funds to support additional intervention staff based on goals within the School Plan for Student Achievement (SPSA) in alignment with the district (LCAP Goal 1, Action 12).

We will continue to fund ongoing professional development and to offer a personalized menu of professional learning to meet the needs of teachers and administrators. In addition to school site and district level professional development, teachers will have the opportunity to select an area of interest or need based on their personal improvement goal and complete a Personalized Learning Plan (PLP). Teachers can begin this work in the summer of 2019 and have the 2019-2020 school year to complete the required hours. Teachers will receive a stipend for completion of an approved PLP (LCAP Goal 1, Action 2). Additionally, we provide a comprehensive professional development plan for all staff and these professional learning opportunities are funded using Title I and Title II and state supplemental funds. Further school sites will plan professional learning using their Title I allocation and state funds to address school goals in their SPSA.

Supplemental instructional materials will be purchased to meet the needs of students achieving below grade level through the use of various programs (LCAP Goal 1, Action 11). Individual schools will determine the supplemental program based on their Title I allocation as identified in the SPSA goals and actions. The following programs are purchased using Title I, Title III, and state supplemental funds:

- Imagine Learning English will be used for all Newcomers to help them navigate the challenges of learning English and move toward proficiency

- Fountas and Pinnell Leveled Literacy Intervention program will be used to address the needs of any child reading below grade level
- Lexia program will be used at some school sites to address gaps in reading foundational skills
- Rosetta Stone program will be purchased for all English Learners and parents of English Learners
- Various iPad apps will be purchased for students to meet their individual learning needs as determined by the school site.

Parent engagement and strengthening the home-school connection will also be a priority for the district and is funded with Title I, Title III, and state supplemental funds. (LCAP Goal 3, Action 1) Workshops around the following content will be held at the site and district level:

- Family Literacy, Science, and Mathematics Nights
- Resiliency training
- Digital Literacy and digital citizenship

Site level parent engagement activities and workshops are identified based on the school's needs assessment and goals and actions in the SPSA (LCAP Goal 3, Action 1).

**Title I Part A
Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

This section was changed to N/A due to no Title 1 school in ATSI or CSI.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Title 1 schools develop a family engagement policy with input from parents and teachers and the school's comprehensive needs assessment. The policy is distributed to all families, Title I schools post this policy on their website, and include it in their School Plan for Student Achievement (SPSA). All school sites have an active Parent Teacher Association (PTA) English Learner Advisory Council (ELAC), and School Site Council (SSC). At a District level we have an active District Advisory Council (DAC), Special Education Advisory Committee (SEAC) and District English Learner Advisory Council (DELAC). Meetings are held on a regular basis with these district and school site groups, and their input is used to make informed decisions regarding budget, academic, and social-emotional needs to support student achievement. We provide information to parents of children served by the schools to better understand topics such as the challenging California standards, state and local academic assessments, and how to monitor a child's academic progress with educators to improve a child's performance (e.g. literacy, mathematics and science nights). We fund parent and family engagement activities and workshops with site Title I funds and state funds. All identified Title I schools hold their annual Title I parent meeting in addition to these other parent workshops. We provide opportunities for informed participation in all of these meetings, activities, workshops, and the accommodations for families with disabilities, English Learner families and immigrant families. These accommodations can include sign language interpreter, braille materials, primary language interpreter, and any other necessary accommodations.

Our Director of Community Collaboratives works with community agencies to provide partnership opportunities and resources for parents, to support their child(ren)'s progress in academics, social and emotional development including topics around mental health. Parents are provided with community resources to address specific needs (i.e. basic needs, referrals to community-based organizations, etc.). We fund these activities with the 1% Title I reservation and state funds for district wide family and parent engagement events.

The LEA trains school and district staff on ways to communicate with parents through technology, as well as through meetings and informational trainings. Some Title 1 school sites employ a site Community Liaison specifically to increase family engagement. The Community Liaisons sole responsibility is to engage families into the learning environment as partners in their child's education. All parents are encouraged to volunteer at their child's school site. Our Director of Community Collaboratives provides training for teachers, school leaders, and classified staff on best practices on engaging families into our schools to ensure they feel valued as partners in their child's education. Some of these trainings include resiliency training, conflict resolution, academic institutes, and college and career readiness. Positive Parenting Partnership is an example of one of the programs we have in place to build a partnership with our families. Another program is parents coordinate and provide literacy support. We communicate through various methods including newsletters, email, school messenger, social media, and district and site level meetings and events. We ensure information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and language parents can understand. We ensure that we provide special accommodations as well as accessibility needs for all families with special needs, which include one to one meeting when necessary with support from sign language interpreters, primary language interpreters, and braille materials, etc.

All sites hold parent teacher conferences. These conferences involve beginning of the year goal setting, review of data based on these goals, and reviewing other student outcomes academically, socially, and emotionally. When we hold parent conferences, we provide any accommodation for parents with disabilities and our English Learner parents. Families have access to student progress on assignments, assessments, progress reports, and other academic achievement along with school and any other communication in a one stop application. We also provide intervention services for students before and after any break in attending school for any period of time when necessary, which may include students of migratory families and foster students. To encourage greater parent/guardian informed participation, we work to resolve identified barriers for participation and communication for families with disabilities and English Learner/immigrant parents to further support their child.

We provide all of the above services with Title I, Title III, and state supplemental funds (LCAP Goal 3, Action 1).

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Santee School District has four schools that operate as Title I School-wide Programs (SWP). The District allocates the majority of Title I Part A funds to each school site based on the number of socioeconomically disadvantaged students. Schools plan the use of their Title I funds by following an annual cycle of conducting a comprehensive needs assessment, developing the School Plan for Student Achievement (SPSA) for the benefit of all students, and conducting an end of year Title I program evaluation to determine if goals set for the Title I activities have been met. At this time, we do not have any Title I schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Findings from comprehensive needs assessments indicate that additional English Language Arts and mathematics supports are necessary to improve student achievement for students that are achieving below grade level expectations. Planned expenditures for additional supports will be developed in the 2019-2020 SPSAs. Each school designs action steps to meet the educational goals with the appropriate expenditures budgeted based on Title allocations. The following supplemental activities will be used in developing components for each SWP site including:

- Staff will increase their knowledge of strategies to support and enhance the implementation of the California State Standards by engaging in continuous professional development opportunities.
- Staff will engage in purposeful analysis of student work to determine next steps to improve the overall instructional program using a cycle of inquiry based on student data
- Staffing of part time Intervention Resource Teachers to support students below grade level
- Staffing of part time instructional Assistants to provide intervention support for students below grade level
- Purchase of supplemental intervention materials and software applications to enhance the overall instructional program and increase student progress
- Providing Family Engagement Activities
- Providing Family Engagement Activity child care

Title I funds set aside for District activities will include support for homeless students, district-wide professional development, and for indirect costs. Administrative costs, including indirect costs, will not exceed the maximum allowable amount of 15%.

Homeless Children and Youth Services ESSA SECTION 1112(b)(6)

We have an outreach counselor (0.4 FTE) as our McKinney-Vento Liaison to provide resources to parents of homeless youth and to ensure they have transportation and access to educational programs for which their children are eligible (e.g. Title 1, EL, GATE, School Nutrition). Students also have priority access to grant funded after school programs (e.g. ASES) and in our State Preschool program, Early Admission Kindergarten program and Transitional Kindergarten program. The outreach counselor also meets with parents or guardians to share other resources available through community agencies. Any services available for all students are always made available to homeless students.

We provide or work with families to support transportation when students are staying out of the area. Placement decisions for homeless students shall be based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise.

We train staff around the requirements of ESSA pursuant to McKinney-Vento regulations. Staff is also trained on the roles and responsibilities of our McKinney-Vento liaison.

Our homeless liaison meets with staff members at each school site to identify concerns; monitor academic, social, and emotional progress; and better support the individual needs of each homeless child and their family. A system for tracking the progress and needs of each individual foster child and homeless children is part of our Multi-Tiered System of Supports (MTSS).

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The parent/guardian shall be provided with a written explanation of the placement decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the district liaison. The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the district liaison, a description of the district's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education. The district liaison shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. The liaison shall provide the parent/guardian a copy of the district's decision, dispute form, and a copy of the outcome of the dispute. If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall decide within five working days. If the parent/guardian wishes to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

The District maintains an inventory of all equipment purchased with Title I reservation funds of \$500 or more specifically for homeless students. This equipment is inventoried annually.

**Student Transitions ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)
Elementary (Preschool and Early Education)**

The Santee School District is a PreK - 8th grade program. Eight schools serve PreK - 8th grade on the school campus. We have one school that serves PreK - 6th grade. Preschool to kindergarten transition meetings will also be held for students on IEPs. In January, the Director of Special Education will hold a parent meeting to review the transition to kindergarten with parents. Some students with disabilities in our preschool program will transition to general education classes and some remain in classrooms that provide a high level of support academically, emotionally, and socially. In February/March the preschool teachers and Speech Language Pathologists (SLP) visit all Special Day Classes (SDC) classes and general education classes relevant to the students in our Special Education Preschool program. SDC teachers, general education teachers, and SLP teachers come and observe preschool classes to make recommendations on appropriate placement along with a review of student assessments. In March, teacher to teacher meetings will be held as part of the transition process. In April/ May transition IEP meetings are held, and the incoming elementary school staff will be invited to attend these meetings to learn about the students transitioning to their classroom in the following school year.

We provide Transitional Kindergarten and Early Admission to Kindergarten (EAK) as well as a State Preschool program to support early childhood education. These programs are funded exclusively with state funds and designed to prepare students to enter Kindergarten. The teachers provide a full assessment profile on the TK and EAK students to the Kindergarten teachers, which allows the Kindergarten teacher to have a student portfolio of the students participating in our TK, EAK and State Preschool programs.

Middle School to High School:

The Santee School District is a PreK - 8th grade program. Eight schools serve PreK - 8th grade on the school campus. We have one school that serves PreK - 6th grade and the students matriculate to a PreK - 8th grade school site. We provide a transition meeting for the student and parents to engage with the new school campus by holding social events and meetings for the 6th graders promoting to 7th grade. Our 8th grade students promote to Grossmont High School District for 9th - 12th grade. All of our student attend two High Schools within the city boundaries. We work with both High Schools to matriculate our 8th grade. Eighth grade teachers provide assessment information and placement recommendations to the High School district for all of our students. We begin meeting with the High School staff in October/November to begin the articulation process. The school site administrators and district administrators attend annual articulation meetings with the two high schools that the majority of our students attend. The Directors of Curriculum and Assessment will also attend the East County Educators Network meetings at the Grossmont High School District Office. These meetings will incorporate upcoming curricular and assessment shifts and how the elementary/middle school can help prepare students to be ready for high school. In February/March the high schools collaborate with each school site to provide student and parent orientation meetings to begin the registration process and class course scheduling options for the 9th grade year. Each school provides the cumulative records to the High Schools in June of each year for the promoting students. We are able to monitor middle school dropout through this process by monitoring the cumulative records. The High School contacts us if students do not show for registration and classes. We can check to see if the family has moved or chosen a school outside of our boundaries for High School. Our families that move contact us to send the cumulative records to the High School outside of the district. All of these records are monitored through our local student information management system.

Meetings will be held for all students on an IEP transitioning to high school. Our Specialized Academic Instructors, Site Administrators, and District Administrators along with the High School personnel hold an IEP meeting to design an individual transition plan for each child with an IEP. Parents and students have the option to visit the high school of residence and is strongly recommended they visit.

Additional Information ESSA SECTION 1112(b)(13) (A–B)

The Santee School District does not fund Gate and our school library programs with Title 1 funds. The District allocates the majority of Title I Part A funds to each school site based on the number of socioeconomically disadvantaged students. Schools plan the use of their Title I funds by following an annual cycle of conducting a comprehensive needs assessment, developing the School Plan for Student Achievement (SPSA) for the benefit of all students, and conducting an end of year Title I program evaluation to determine if goals set for the Title I activities have been met. At this time, we do not have any Title I schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI).

Findings from comprehensive needs assessments indicate that additional English Language Arts and mathematics supports are necessary to improve student achievement for students that are achieving below grade level expectations. Planned expenditures for additional supports will be developed in the 2019-2020 SPSAs. Each school designs action steps to meet the educational goals with the appropriate expenditures budgeted based on Title allocations. Each year our school board approves all the district school site SPSAs. The following supplemental activities will be used in developing components for each Schoolwide Title 1 site including:

- Staff will increase their knowledge of strategies to support and enhance the implementation of the California State Standards by engaging in continuous professional development opportunities.
- Staff will engage in purposeful analysis of student work to determine next steps to improve the overall instructional program using a cycle of inquiry based on student data
- Staffing of part time Intervention Resource Teachers to support students below grade level
- Staffing of part time instructional Assistants to provide intervention support for students below grade level
- Purchase of supplemental evidence-based intervention materials and software applications to enhance the overall instructional program and increase student progress
- Providing Family Engagement Activities and employing a Community Liaison to support this work
- Providing Family Engagement Activity child care

Title I funds set aside for District activities will include support for homeless students, district-wide professional development, and for indirect costs. Administrative costs, including indirect costs, will not exceed the maximum allowable amount of 15%.

Title I Part A

Educator Equity ESSA SECTION 1112(b)(2)

Santee School District conducts a local equity gap analysis using the California Department's (CDE) Equity Data Analysis Tools.

Ineffective/Mis-assigned Teachers and Low-Income Students Data Tables: Dataquest was utilized to collect total enrollment, number of low-income students, and percent of low-income students. Identification of the number and percent ineffective/mis-assigned teachers was conducted on a local level by utilizing the Human Resources reporting mechanism for identifying teachers without appropriate credentialing. We found that all teachers were appropriately credentialed and placed in assignments to best serve all students. We found that our percent range of low income is 29.2% to our highest population at Pepper Drive at 58.7%. The District average is 41.8%. Due to the appropriate placement of all TK-8 teachers, the percent of ineffective/mis-assigned teachers is 0%. Therefore, our finding is that we do not have disproportionality among schools in regards to low-income student classroom placement with effective teachers.

Ineffective/Mis-assigned Teachers and Minority Students Data Tables: Dataquest was utilized to collect total enrollment, number of minority students, and percent of minority students. The number and percent of ineffective/mis-assigned teachers data was used from the low-income study above to complete the research table. We found that our percent range of minority students is 35.0% at Cajon Park to our highest population at Pepper Drive at 55.1%. The District average is 43.4%. As with our study from the low-income student study, the percent of ineffective/mis-assigned teachers is 0%. Therefore, our finding is that we do

not have disproportionality among schools in regards to minority student classroom placement with effective teachers.

Inexperienced Teachers and Low-Income Students Data Table: Dataquest was utilized to collect total enrollment, number of low-income students, and percent of low-income students. Information for the number and percent of inexperienced teachers was collected on CDE's DataQuest site by accessing district staffing data. Our data table reveals that we have 314 teachers with 17 having fewer than 2 years of teaching experience. The overall percent for the district is 5.4% of teachers that are categorized as inexperienced. Using the same low-income student data collected from the first table, we compared by school the percent of low-income students and percent of inexperienced teachers. The District finds that no inexperienced teachers are assigned to our schools with the highest number and percent of low-income students. Our schools that are on the low range of the number and percent of low-income students have the highest percent of inexperienced teachers. We find there is no disparity among schools with the assignment of inexperienced teachers.

Inexperienced Teachers and Minority Students Data Table: Dataquest was utilized to collect total enrollment, number of minority students, and percent of minority students. Information for the number and percent of inexperienced teachers was collected on CDE's DataQuest site by accessing district staffing data. The overall percent for the district is 5.4% of teachers that are categorized as inexperienced. Using the same minority student data collected, we compared by school the percent of low-income students and percent of inexperienced teachers. The district average of minority students is 43.4%. The range among schools is 39.1% to 55.1%. The District finds that inexperienced teachers are well distributed among schools ranging from 3.0% to 13.5%. Rio Seco has the highest percent of inexperienced teachers at 13.5% but is on the low range of percent of minority students at 41.5%. Based on this trend, the District concludes that distribution of inexperienced teachers among schools is appropriate.

Out-of-Field Teachers and Low-Income Students Data Table: Data for low-income students is duplicate from the first study above. Data for out-of-field teachers was collected through the human resources department. The District finds that all teachers are appropriately placed in assignments with correct credentialing. Therefore, the number and percent of out-of-field teachers is 0. The district attributes this trend to our hiring policies. The District only hires highly qualified teachers with appropriate credentialing to fulfil staffing needs.

Out-of-Field Teachers and Minority Students Data Table: Data for minority students is duplicate from the second study above. Data for out-of-field teachers is duplicate from the study with low-income students. Since the District has no out-of-field teachers, a disparity among schools does not exist.

Based on our current equity gap analysis, the District has determined that disparities do not exist among our schools.

Title II Part A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Our professional development plan is comprehensive and differentiated to meet the needs of teachers, support staff, and administrators. After each professional development session, we provide surveys and an opportunity for feedback on effectiveness and other needs. We analyze student achievement data to determine areas of need, which includes local and state assessments. We use data from the California Dashboard and other local data measures to determine areas for improvement as part of our continuous cycle of improvement process. During the 2019-2020 school year we will be engaging in professional development using an Impact Teams model in partnership with Dr. Paul Bloomberg, and The Core Collaborative. We also use surveys at the end of each professional development session to assist us in the continuous improvement cycle.

Principals and other school leaders: In August principals and other school leaders will select a teacher team to engage in using a formative assessment process to impact student achievement. Principals and teachers will participate in reviewing research around best practices and a deeper dive into state standards and then three coaching days throughout the 2019-2020 school year. The goal is to gradually release the responsibility from the facilitator of Impact Teams to the site principal so they can lead this work and create a stronger sense of collective teacher efficacy within their schools. Principals and Vice Principals will attend professional learning sessions as described below along with their teaching staff to have a deeper understanding of the instructional practices/implications for learning and understand how best to support teachers at their respective sites. This expectation of attending learning with teacher teams is built into the administrator evaluation process (LCAP Goal 1, Action 2).

Teachers: In August, each school site will attend a foundational day to learn the research and work behind Impact Teams, and how we can use this model to impact student achievement. School teams will learn protocols for teaming, as well as protocols for analyzing student work. Teams will learn how to use the formative process to identify proficiency and determine next steps for students based on where they fall on a continuum toward grade level proficiency. Teachers will have the opportunity to analyze and discuss student work and use this to guide their instruction and ensure standards alignment. Each grade level team will receive four coaching sessions with a consultant from the Core Collaborative. The goal is to develop teacher leaders who can facilitate Impact Teams through the cycle of inquiry for continuous improvement with the goal of increasing student achievement. This work will build capacity for teacher leadership, and a stronger sense of collective efficacy (LCAP Goal 1, Action 2).

In addition to school site and district level professional development, teachers have the opportunity to select an area of interest or need and complete a Personalized Learning Plan (PLP). Teachers design their own personal learning plan each year. Teachers will receive a stipend upon completion of an approved PLP and the required professional learning hours. We fund this program with both Title I professional development reserve and Title II.

Curriculum Resource Teachers (CRTs) will provide a New Teacher Induction which will focus on creating classroom culture, planning for the first two weeks, and a dive into California state standards and California frameworks. New teacher trainings are provided throughout the school year in both English Language Arts and Mathematics. We will offer new teachers training around technology integration and digital literacy. We also provide site-based mentors to support new teachers throughout the year.

Teachers will be trained in Cognitively Guided Instruction (CGI) to support the conceptual development of mathematics. Teachers will observe demonstration lessons and receive ongoing training throughout the 2019-2020 school year. During the 2019-2020 school year we will have a cohort of K-5 and 6-8 grade teachers participating in multiple grants and federal funds to support the implementation of the NGSS standards. The majority of this work will be done with state funds and some Title II.

Additional School and District Leaders: Administrators will attend conferences to learn best practices for technology integration, improving student learning outcomes, and best practices in leadership. We also offer district and site administrators opportunities to engage in learning around their own personalized growth goals. New administrators receive coaching to support around instructional leadership practices and building a culture of learning. In addition, site administrators will receive individual coaching by Executive Coaches through the San Diego County Office of Education.

Prioritizing Funding ESSA SECTION 2102(b)(2)(C)

Title II funds are not allocated to individual school sites. Refer to the above ESSA 2102 (b)(2)(B) section for comprehensive professional development plan.

Carlton Oaks School was identified this school year as Additional Targeted Support and Improvement (ATSI) for the Special Education student group. The school staff will participate in the following professional learning to improve outcomes for students with disabilities and is funded through Title II and state funds. The school stakeholders provided input into the professional learning needed to improve student outcomes for the following areas.

Suspension: Based on an analysis of this data in order to address this staff received training on Positive Behavior Interventions and Supports (PBIS), Restorative Circles, and Crisis Prevention Institute (CPI). Each of these trainings supported finding alternate approaches to student discipline, and helping students focus on making positive choices in the future. The staff will continue to participate in professional learning sessions with a focus on implementation of these practices through lesson study cycles and on-going professional learning workshops.

Chronic Absenteeism: Attendance incentives have been put in place for all classrooms, and attendance is monitored by both the attendance clerk, and the vice principal. Communication with families via phone, email, and in person are held to discuss barriers to getting students to school each day. If attendance continues to be an issue Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings are held with families. All meetings are solutions oriented, and focused on changing poor attendance patterns.

Mathematics: Diagnostic and Intervention curriculum will be purchased for special education teachers during the 2019-2020 school year. The teaching staff will receive professional development for implementation of the selected intervention mathematics curriculum. The Specialized Academic Instructors will receive ongoing training on Cognitively Guided Instruction (CGI) strategies and instructional practices to support student achievement growth. We use a continuous improvement cycle by reviewing frequent formal and informal data to determine adjustments regarding both instructional and curricular decision making. Administration provides release for teachers to engage in this data analysis and lesson planning using Title II funds.

English Language Arts: Read 180 and System 44 curriculum is being used with all SDC teachers, and we have seen progress this year for students with disabilities at Carlton Oaks School. The Specialized Academic Instructors will attend Guided Reading training during the 2019-2020, and 2020-2021 school year to improve reading outcomes for students using the science of literacy development.

As part of the LCAP process teachers, principals, other school staff, parents, community, and district personnel provide input on how Title II Part A funds are used. This is done at an annual stakeholder input meeting and at school sites. All stakeholder groups also have the opportunity to provide input during District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) meetings throughout the school year. Further, we survey classified and certificated staff for input into our comprehensive professional learning plan each year.

Data and Ongoing Consultation to Support Continuous Improvement ESSA SECTION 2102(b)(2)(D)

Each year, the District collects, monitors, and analyzes various data elements linked to the eight State Priority Areas in order to identify needs and measure progress towards achieving the Local Control Accountability Plan (LCAP) goals. This data will be used to develop an LCAP Needs Assessment. The data elements will be monitored and reported for multiple years in order to detect trends, and the

identified needs will help to inform the decision-making process for modifying the LCAP annually, if warranted. In the LCAP Executive Summary Needs Assessment section, the District reports student achievement using multiple measures at the State and local level. This data allows stakeholders to have a more in-depth understanding of student needs. Based on this extensive data review and stakeholder feedback, we identify action/service steps as part of our strategic planning process in order to meet our district LCAP goals. The action/service steps are designed to improve and increase services for students, which includes allocations the district receives for Title I Part A, Title II Part A, and Title III Part A, along with state funds, to provide comprehensive resources. Each year we determine the effectiveness of the action service step in meeting the goal and either eliminate the action step or make a modification. At times it may take several years to determine the effectiveness of an action step in meeting the intended goal due to implementation and complexity of the work. The LCAP is written each year after extensive analysis of the effectiveness of the action service steps for improving or increasing services for students as part of a three-year cycle.

Santee School District engages in consultation activities with the Santee Teachers Association and the Classified School Employees Association. In March we will conduct an LCAP annual review with community stakeholders. In May, the District will inform the public of the opportunity to provide input on the draft LCAP plan. After conducting a public hearing in a June Board meeting, the final version of the LCAP will be presented to the Board for approval.

Santee School District monitors and reports to stakeholders the following data points that are included in the annual LCAP Executive Summary:

- Comprehensive analysis of the California Schools Dashboard
- Credentialed Teacher Rate
- Highly Qualified Teacher Rate
- Credentialed Teacher Teaching Outside of Subject Area Rate
- Teacher Mis-assignment Rate
- Number of Curriculum Resource Teachers
- Teacher of English Learners Mis-assignment Rate
- Student Lacking Own Copy of Textbook Rate
- District ELA Performance Task - District Benchmark Assessment
- District Reading Assessment: Santee School District Identified
- Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts
- Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics
- Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment
- English Learners enrolled in Programs and Services for Integrated and Designated English Language Development
- Student Electives
- California Assessment of Student performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard
- California Assessment of Student performance and Progress (CAASPP): Math Overall Met or Exceeded Standard
- California Assessment of Student performance and Progress (CAASPP): Science
- California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3
- California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3
- English Learner Progress Indicator - California School Dashboard. Percent of students meeting criteria for improvement
- English Learner Reclassification Rate
- Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)
- Number of Volunteer Hours

- Number of Parent Committee Members
- Attendance Rate
- Chronic Absenteeism Rate
- School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students
- School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students
- Expulsion Rate
- Suspension Rate
- 4th – 8th Graders Feeling Safe at School (local survey data)
- California Healthy Kids Survey School Connectedness

All of these data elements are reported in the district Executive Summary along with the action service steps for each LCAP goal to assist stakeholders in the input process and determine effectiveness of the action service steps in improving or increasing services for students.

Title III Part A

Title III Professional Development ESSA SECTION 3115(c)(2)

The English Learner Program will provide research-based on-going professional development opportunities to all teachers, administrators and support staff working with English learners. Staff development opportunities will occur frequently throughout the school year that will include specific instructional design and strategies to support English Learners across content areas.

A continuous “Needs Assessment” cycle informs our Educational Services department for developing a targeted professional development plan focusing on areas of greatest need. Data used in the analysis include evaluating trends in English learner performance in all areas of the California Schools Dashboard, CAASPP ELA and math overall and claim results, English Language Proficiency Assessment for California (ELPAC) summative assessment results, and local common assessments. In addition, the District tracks specific students that have been identified as a Long-Term English Learner (LTEL) or at risk of becoming an LTEL. The District uses this tracking method to further identify grade levels and specific school sites to increase quality professional development opportunities to address the specific needs of LTELs and ELs.

We provide these professional learning opportunities for English language and literacy development based on standards and the review of assessments. We also provide parent education and parent outreach to support their child(ren)’s learning. These learning opportunities for teachers, administrators, support staff, and parents will be provided through on-site trainings, district in-services, education conferences, parent workshops, and site staff meetings. We integrate English Language Development (ELD) standard and instructional practice in every professional learning opportunity.

To ensure equity of access to high quality instruction across the District, each school site will have a Language Arts Specialist or an Instructional Resource Teacher who has been highly trained in leading a comprehensive approach to English Language Development across all curricular areas. These teachers will participate in Guided Acquisition Language Design (GLAD) training in 2019-2020. These teachers will model the strategies for teachers at their respective school site and implementing the strategies during designated and integrated ELD.

Alignment and Coherence: Annually, Santee School District develops a comprehensive professional development plan based on findings of needs assessment activities at the school and district level and LCAP stakeholder input. The professional development plan will provide extensive, ongoing training for administrators, teachers, and paraprofessionals to ensure that current research and the most effective instructional strategies for accelerating the achievement of English Learners are used. The content of the staff development will include the following basic components:

- ELA/ELD Framework Review and Implementation
- Leading a Comprehensive Approach to ELA/ELD
- Designing and implementing differentiated, standards-based instruction
- Balanced Literacy
- Strategic reading strategies
- Utilizing, designing and implementing formal and information assessments
- Expanding access of English Language Arts, Math and Science through the “use of technology”

During the 2019-2020 school year our second cohort of teachers will receive Guided Language Acquisition Design (GLAD) training beginning with a two-day Research and Theory training in June of 2019 and continue during the 2019-2020 school year. This workshop follows the Joyce and Showers model. Participants were introduced to the theoretical and research base of the model and engaged in dialogue around current pedagogy and learned strategies that promote academic discourse and literacy success for all students. Project GLAD strategies are aligned to California standards and to the California ELD Standards. The classroom demonstration lessons will take place in September. Teachers will observe demonstration lessons modeling the GLAD strategies during the morning. Afternoons will be used for collaboration and processing, and to allow teachers "hands-on" planning. Student and teacher unit materials will be included. This cohort of teachers will work with each school site to build capacity around research-based practices to support English Learners during both the integrated and designated portions of English Language Development instruction.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

N/A. The LEA is not eligible for these subgrant funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Santee School District provides continuous, ongoing, language arts professional development for our current adopted English Language Arts instructional materials program to teachers and staff. All professional development opportunities must address instruction of English learners, to include Designated and Integrated English Language Development instructional strategies, for all subjects. As part of our core program, we have a high-quality standard aligned English Language Arts comprehensive curriculum. Our core curriculum, which includes an English Language Development component, is addressed in the LCAP using state funds.

Stakeholder process: The District will provide an Executive Summary for the LCAP that reviews multiple data points. A review of this data will be done as part of a Needs Assessment with all Stakeholder groups to ensure all Federal money is allocated to meet the needs of students. Data will be assembled into a user-friendly format to report trends within data from 3 prior years or to establish baseline data. This information will be available, and there will be the opportunity for stakeholders to provide input through a link on the District's website, through email or during one of our stakeholder meetings throughout the comprehensive stakeholder input process. This stakeholder input process informs our strategic planning for all district resources including state and federal allocations. The District will conduct meetings with bargaining units, administrators, teachers, classified staff, District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Councils (SSC), English Learner Advisory Committees (ELAC), parents/community members, and students during which participants will be asked to provide answers to guided questions. These responses will be assembled in a database and categorized by themes to determine priorities for improving student learning outcomes. analysis of our current program and through stakeholder input, we found the need for additional support for our English Learners who scored low on the English Language Proficiency Assessment (ELPAC), students at risk of becoming Long-Term English Learners and newcomers. Additionally, we monitor each individual English

Learner/immigrant child using a specific learning plan that has multiple measures each year to determine progress on ELD standards. Each year we set individual growth goals for every English Learner and make programmatic adjustments based on each student.

Based on stakeholder feedback, we will be purchasing and implementing Rosetta Stone and we will monitor individual student progress toward English Proficiency using this program. This program can also be used at home by students and we provide home access with our District issued iPads. Each student receives an iPad for use at school and home.

In addition, parents of immigrant students are provided an opportunity to acquire a Rosetta Stone license. Parent workshops will be offered throughout the year to learn how to maximize learning the English language using the online program.

To further support our supplemental program, we use Title III funds for two bilingual instructional assistants to provide additional support in classrooms of English Learners who have been identified as struggling learners. The assistants provide additional opportunities for English Learners to practice their language skills toward increasing English Proficiency.

As an additional supplement to the English Learner instructional program, Project GLAD (Guided Language Acquisition Design) training will be provided for a cohort of teachers to further enhance the high quality of instruction specifically targeting English Learners. This group will help to build capacity around research based English Language Development strategies, and how we can support our English Learners with literacy rich environments for integration across all content areas. This program allows English Learners to further access content vocabulary and participate in all course work.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Transparency of the Needs Assessment process is a major component for holding school sites accountable for meeting English acquisition progress and for meeting achieve goals for English learners. Annually, all sites review prior year's data to inform administrators, teachers, staff, school site councils and advisory committees of the growth in English learner progress. At the District level, the analysis is integrated in the LCAP stakeholder input process. Actions and goals that are created as a result of the Needs Assessment activities are confirmed by Educational Services Department that they are supplemental in nature and fully qualify to be funded by federal funds.

Multiple sources of student achievement data are triangulated in determining achievement and growth for English learners. The California School's Dashboard English Learner Performance Index (ELPI), English Language Arts, Mathematics, Suspension Rate, Chronic Absenteeism indicators for the English Learner student group will be a primary source of aggregate results. Analysis of the California Assessment of Student Performance and Progress (CAASPP) will be conducted to evaluate trends in overall and claim level results. At the local level, district assessments are administered to all students on a trimester basis in reading, writing, and mathematics. In addition, English learners using online programs to improve English language fluency, have student progress and achievement reports generated on demand as a supplemental data point for a more comprehensive tracking of student progress.

The District recognizes that our English Learner student group fluctuates annually. While the District does not have control of the number of incoming English Learners, we have full control on providing all English Learners with the highest quality education and a thorough tracking method for monitoring their progress to English proficiency and access to core standards and curriculum. First, the District used a data warehouse program that places all assessment data in one place and is accessible by

administrators, teachers, and staff. Second, all English Learners received a “Catch-Up” plan at the beginning of each year that teachers use to assist in student goal setting and tracking progress each trimester. Third, annually the district identifies students that fit the definition of Long-Term English Learners (LTELs) and at-risk of becoming an LTEL to elevate the urgency of administrators, teachers, and staff to identify and address barriers on why individuals have not progress as expected.

Goals and expectations for success will be monitored on a continuous basis. First, the District and school goals for the English Learner student group is to grow toward and achieve /maintain a green or blue status on all indicators of the CA Schools Dashboard. Second, the District and schools aim for progress on fully closing the performance gap on CAASPP assessments. Third, the District will aim to lower the number of LTELs and students at-risk of becoming and LTEL.