

Chet F. Harritt STEAM School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

| | |
|--|---|
| School Name | Chet F. Harritt STEAM School |
| Street | 8120 Arlette St. |
| City, State, Zip | Santee, CA 92071-3513 |
| Phone Number | 619-258-4800 |
| Principal | Ted Hooks |
| Email Address | ted.hooks@santeesd.net |
| School Website | https://cfh.santeesd.net |
| County-District-School (CDS) Code | 37 68361 6040364 |

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Santee School District |
| Phone Number | (619) 258-2300 |
| Superintendent | Dr. Kristin Baranski |
| Email Address | kristin.baranski@santeesd.net |
| District Website Address | www.santeesd.net |

2021-22 School Overview

About Our School...

Chet F. Harritt STEAM School has a S.T.E.A.M. emphasis (Science, Technology, Engineering, Art, and Mathematics).

Chet F. Harritt STEAM School - MISSION STATEMENT

2021-22 School Overview

We embrace inquiry-based learning experiences that emphasize creativity, and collaborative problem solving. We integrate student learning experiences in a manner that maximizes student engagement and promotes resiliency and perseverance.

S.T.E.A.M. Focus

We are the Santee School District STEAM Magnet School, representing experiences in Science, Technology, Engineering, Art, and Math. The STEAM program was designed to empower learners, tap into interest, expose students to future careers and studies, and link standards-based learning to real-world application. Founded on three distinct pillars, Chet F. Harritt incorporates each facet of STEAM through 1. Integrated curriculum, 2. Enrichment opportunities, and 3. Partnerships that build and foster a diverse school experience. Not only does each grade level plan for and embrace STEAM experiences for students, we also involve our families in our annual STEAM Night to make learning fun for all ages.

About Our District...

"Where Young Minds Meet Open Doors"

SANTEE SCHOOL DISTRICT VISION, MISSION, BELIEF STATEMENTS, AND GOALS

Adopted March 5, 2019

MISSION STATEMENT

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

VISION STATEMENT

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

BELIEF STATEMENTS

Children are our first priority. Therefore we believe....

All students can learn.

Student growth, academic performance, and positive personal development are the highest measures of student and district success.

Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.

Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.

Parent and community involvement in our schools is crucial to the academic success of our students.

Knowledgeable, motivated, and inspired employees assure the success of our students.

Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.

The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

BOARD GOALS

Educational Achievement

Assure the highest level of educational achievement for all students.

Learning Environment

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning

Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development

Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

About this School

| 2020-21 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 91 |
| Grade 1 | 84 |
| Grade 2 | 82 |
| Grade 3 | 68 |
| Grade 4 | 49 |
| Grade 5 | 65 |
| Grade 6 | 57 |
| Grade 7 | 85 |
| Grade 8 | 35 |
| Total Enrollment | 616 |

| 2020-21 Student Enrollment by Student Group | |
|---|-----------------------------|
| Student Group | Percent of Total Enrollment |
| Female | 48.1 |
| Male | 51.9 |
| American Indian or Alaska Native | 1.1 |
| Asian | 1.8 |
| Black or African American | 4.2 |
| Filipino | 2.6 |
| Hispanic or Latino | 28.9 |
| Two or More Races | 8.1 |
| White | 53.2 |
| English Learners | 5.5 |
| Homeless | 3.9 |
| Socioeconomically Disadvantaged | 32.5 |
| Students with Disabilities | 13 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 26.2 | 91.3 | 274.0 | 87.4 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.0 | 0.0 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.0 | 0.0 | 5.0 | 1.6 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.0 | 3.5 | 1.0 | 0.3 | 12115.8 | 4.4 |
| Unknown | 1.5 | 5.2 | 33.5 | 10.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 28.7 | 100.0 | 313.5 | 100.0 | 274759.1 | 100.0 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|---|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 0.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 0.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.0 |
| Local Assignment Options | 0.0 |
| Total Out-of-Field Teachers | 1.0 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | 12/2021 | |
|--|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Reading Wonders (K-5) and Amplify Learning (6-8). Both have ELD component and both were adopted 2017. iReady is used as a supplemental program in K-8. | Yes | 0.0 |
| Mathematics | Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are utilized as supplemental programs in K-8. | Yes | 0.0 |
| Science | McGraw-Hill (K-5) and Pearson (6-8). Both adopted 2008. Mystery Science is utilized as a supplemental program in K-5. | No | 0.0 |
| History-Social Science | Pearson Realize History-Social Science adopted 2019. | Yes | 0.0 |
| Foreign Language | | | |
| Health | Healthy Eating Made Easier (K-8) adopted 2017. | Yes | 0.0 |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Chet F. Harritt School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Playground improvements and modernization of all classrooms were completed Summer 2011. Solar Ready replacement lunch court structures were installed in 2017 and PE locker rooms were renovated during the same year. A new seven-classroom/library building was completed in May 2021 with students using the building in August 2021.

Year and month of the most recent FIT report

7/21/21

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 355 | 342 | 96.34 | 3.66 | 55.85 |
| Female | 172 | 164 | 95.35 | 4.65 | 64.02 |
| Male | 183 | 178 | 97.27 | 2.73 | 48.31 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 16 | 94.12 | 5.88 | 43.75 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 114 | 111 | 97.37 | 2.63 | 46.85 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 30 | 27 | 90 | 10 | 44.44 |
| White | 172 | 167 | 97.09 | 2.91 | 62.28 |
| English Learners | 23 | 23 | 100 | 0 | 13.04 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 26 | 24 | 92.31 | 7.69 | 50 |
| Military | 38 | 37 | 97.37 | 2.63 | 59.46 |
| Socioeconomically Disadvantaged | 118 | 113 | 95.76 | 4.24 | 52.21 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 67 | 65 | 97.01 | 2.99 | 33.85 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 355 | 334 | 94.08 | 5.92 | 47.15 |
| Female | 172 | 163 | 94.77 | 5.23 | 45.40 |
| Male | 183 | 171 | 93.44 | 6.56 | 48.82 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 17 | 100.00 | 0.00 | 23.53 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 114 | 108 | 94.74 | 5.26 | 38.89 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 30 | 25 | 83.33 | 16.67 | 33.33 |
| White | 172 | 162 | 94.19 | 5.81 | 53.09 |
| English Learners | 23 | 23 | 100.00 | 0.00 | 21.74 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 26 | 22 | 84.62 | 15.38 | 36.36 |
| Military | 38 | 32 | 84.21 | 15.79 | 50.00 |
| Socioeconomically Disadvantaged | 118 | 111 | 94.07 | 5.93 | 42.34 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 67 | 61 | 91.04 | 8.96 | 26.23 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
|----------------------------------|----------------------|-------------------|--------------------|------------------------|-------------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| N/A Student Groups | N/A Total Enrollment | N/A Number Tested | N/A Percent Tested | N/A Percent Not Tested | N/A Percent At or Above Grade Level |
|--|-------------------------------------|----------------------------------|-----------------------------------|---------------------------------------|--|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|-----------------------------------|-----|-----|-----|-----|-----|
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
|-----------------------------------|-----|-----|-----|-----|-----|

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | 38.95 | N/A | 32.16 | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 98 | 96 | 97.96 | 2.04 | 38.95 |
| Female | 48 | 47 | 97.92 | 2.08 | 34.78 |
| Male | 50 | 49 | 98.00 | 2.00 | 42.86 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 31 | 96.88 | 3.12 | 30.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 48 | 48 | 100.00 | 0.00 | 45.83 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 33 | 32 | 96.97 | 3.03 | 37.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 22 | 21 | 95.45 | 4.55 | 23.81 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to become further involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making groups, or by attending school events. Parents can stay informed of upcoming events and school activities through Facebook, Twitter, teacher newsletters, school newsletters, school and classroom websites, the school marquee, the principal's weekly electronic mail distribution, an automated telephone message system, and through parent-teacher conferences. Please fill out a volunteer packet at the start of each school year in order to participate in these events.

Opportunities to Volunteer

Classroom Helper
Chaperone Field Trips & Dances
Breakfast Club
Arts Attack Program
School Site Council
English Learner Advisory Council
Parent Teacher Association
Math Nights
Literacy Nights
Family Nights
Student Performances
Science/STEAM Night
Student Recognition Assemblies
Fall Carnival/Trunk or Treat
Red Ribbon Week
Back to School Night

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 692 | 668 | 56 | 8.4 |
| Female | 329 | 319 | 27 | 8.5 |
| Male | 363 | 349 | 29 | 8.3 |
| American Indian or Alaska Native | 7 | 7 | 0 | 0.0 |
| Asian | 12 | 12 | 0 | 0.0 |
| Black or African American | 37 | 31 | 7 | 22.6 |
| Filipino | 16 | 16 | 0 | 0.0 |
| Hispanic or Latino | 206 | 196 | 25 | 12.8 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 58 | 56 | 6 | 10.7 |
| White | 356 | 350 | 18 | 5.1 |
| English Learners | 41 | 39 | 7 | 17.9 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 24 | 24 | 10 | 41.7 |
| Socioeconomically Disadvantaged | 241 | 235 | 35 | 14.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 117 | 115 | 12 | 10.4 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 4.42 | 1.01 | 4.28 | 0.43 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 3.03 | 2.42 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 1.01 | 0.00 |
| Female | 0.30 | 0.00 |
| Male | 1.65 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.94 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.84 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 4.17 | 0.00 |
| Socioeconomically Disadvantaged | 1.24 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.13 | 0.00 |

2021-22 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Chet F Harritt School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in November 2021. Staff responsibilities and safety plan updates were discussed with staff in November 2021. It was approved by the School Site Council at the November 2021 meeting.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 4 | |
| 1 | 23 | | 3 | |
| 2 | 24 | | 3 | |
| 3 | 24 | | 4 | |
| 4 | 34 | | | 2 |
| 5 | 33 | | 1 | 1 |
| 6 | 30 | | 2 | 5 |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 24 | 1 | 3 | 1 |
| 1 | 20 | 2 | 2 | |
| 2 | 21 | 1 | 3 | |
| 3 | 24 | | 3 | |
| 4 | 28 | | 3 | |
| 5 | 32 | | 1 | |
| 6 | 27 | 2 | 11 | |
| Other | 7 | 1 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 3 | 2 | |
| 1 | 17 | 2 | 3 | |
| 2 | 21 | 1 | 3 | |
| 3 | 23 | | 3 | |
| 4 | 25 | | 2 | |
| 5 | 21 | 1 | 2 | |
| 6 | 22 | 5 | 4 | |
| Other | 8 | 1 | | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 616 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 1 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 10988.06 | 3014.53 | 7973.53 | 80823.81 |
| District | N/A | N/A | 7769.77 | \$80,510 |
| Percent Difference - School Site and District | N/A | N/A | 2.6 | 0.4 |
| State | | | \$8,444 | \$85,863 |
| Percent Difference - School Site and State | N/A | N/A | -5.7 | -6.0 |

2020-21 Types of Services Funded

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:

1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$43,819 | \$52,060 |
| Mid-Range Teacher Salary | \$76,902 | \$84,043 |
| Highest Teacher Salary | \$106,919 | \$107,043 |
| Average Principal Salary (Elementary) | \$125,142 | \$133,582 |
| Average Principal Salary (Middle) | \$0 | \$138,803 |
| Average Principal Salary (High) | \$0 | \$133,845 |
| Superintendent Salary | \$205,999 | \$240,628 |
| Percent of Budget for Teacher Salaries | 39% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

For the 2021-2022 school year, 80% of the days noted are partial days and 20% are full days. All training and curriculum development activities at Chet F. Harritt STEAM School support the implementation of quality instructional practices in order to access the curricular content with an emphasis on the California Standards in English Language Arts, Mathematics, and Science (Next Generation Science Standards) as guided by curricular frameworks. At Chet, certificated staff have 27 hours of professional learning time scheduled on site. These are considered partial days. Staff and administration define the use of these hours which are utilized for team meetings, whole staff professional learning, and interest-group meetings. Classified staff are also offered a variety of professional learning opportunities throughout the year involving their specializations from department supervisors and district representatives both on site and at the district.

Beyond the on site professional learning, certificated staff members participate in centralized training at the district level. They attend professional conferences focused on increasing professional skills. They also have access to a group of teachers on special assignment that work as Curriculum Resource Teachers. Using these resources, certificated staff can tailor professional learning to their immediate needs and receive small group and even one-on-one support. Also, all staff may complete a personalized learning plan each year and receive compensation for professional learning outside contracted hours. Decisions concerning selection of staff development activities are performed by staff representatives, site administration, district administrators, using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Given our STEAM focus, teachers are encouraged to pursue professional development in the areas of Science, Technology, Engineering, Arts, and Mathematics. Chet F. Harritt STEAM School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to actively grow professionally as lifelong learners.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 87 | 65 | 82 |

Santee School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------|
| District Name | Santee School District |
| Phone Number | (619) 258-2300 |
| Superintendent | Dr. Kristin Baranski |
| Email Address | kristin.baranski@santee.net |
| District Website Address | www.santee.net |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4281 | 4125 | 96.36 | 3.64 | 54.42 |
| Female | 2057 | 1986 | 96.55 | 3.45 | 59.19 |
| Male | 2224 | 2139 | 96.18 | 3.82 | 50.00 |
| American Indian or Alaska Native | 16 | 16 | 100.00 | 0.00 | 62.50 |
| Asian | 108 | 105 | 97.22 | 2.78 | 64.76 |
| Black or African American | 85 | 77 | 90.59 | 9.41 | 38.96 |
| Filipino | 59 | 57 | 96.61 | 3.39 | 75.44 |
| Hispanic or Latino | 1263 | 1216 | 96.28 | 3.72 | 45.47 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 391 | 379 | 96.93 | 3.07 | 55.56 |
| White | 2352 | 2268 | 96.43 | 3.57 | 58.58 |
| English Learners | 327 | 317 | 96.94 | 3.06 | 16.83 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 192 | 170 | 88.54 | 11.46 | 42.35 |
| Military | 201 | 197 | 98.01 | 1.99 | 63.45 |
| Socioeconomically Disadvantaged | 1523 | 1454 | 95.47 | 4.53 | 43.20 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 854 | 783 | 91.69 | 8.31 | 24.29 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4281 | 4089 | 95.52 | 4.48 | 45.68 |
| Female | 2057 | 1973 | 95.92 | 4.08 | 42.71 |
| Male | 2224 | 2116 | 95.14 | 4.86 | 48.44 |
| American Indian or Alaska Native | 16 | 16 | 100.00 | 0.00 | 50.00 |
| Asian | 108 | 107 | 99.07 | 0.93 | 57.94 |
| Black or African American | 85 | 78 | 91.76 | 8.24 | 24.68 |
| Filipino | 59 | 56 | 94.92 | 5.08 | 69.64 |
| Hispanic or Latino | 1263 | 1208 | 95.65 | 4.35 | 36.35 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 391 | 370 | 94.63 | 5.37 | 46.61 |
| White | 2352 | 2247 | 95.54 | | 50.04 |
| English Learners | 327 | 315 | 96.33 | 3.67 | 18.47 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 192 | 172 | 89.58 | 10.42 | 40.00 |
| Military | 201 | 191 | 95.02 | 4.98 | 54.97 |
| Socioeconomically Disadvantaged | 1523 | 1438 | 94.42 | 5.58 | 35.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 854 | 767 | 89.81 | 10.19 | 20.73 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

