

Superintendent LCAP Questions/Answers

1. What the difference between Supplemental and Targeted Funds?

California Department of Education has an extensive [FAQ](#) section explaining LCFF funding.

Funding targets under the LCFF consist of:

- Grade span-specific base grants based on ADA, that reflect adjustments for grades K–3 class sizes and grades 9–12 (school districts with qualifying schools may receive a necessary small school (NSS) allowance in lieu of the base grants);
- Supplemental grants equal to 20 percent of the adjusted base grants multiplied by the LEA’s unduplicated percentage of English learners, income eligible for free or reduced-price meals, and foster youth pupils;
- Concentration grants equal to 50 percent of the adjusted base grants multiplied by an LEA’s percentage of unduplicated pupils above 55 percent; and
- Two add-ons equal to the amounts school districts received in 2012–13 for the Targeted Instructional Improvement Block Grant and Home-to-School Transportation programs.
- Base, supplemental, and concentration grants, as well as necessary small school allowances, will receive cost-of-living adjustments as provided through the annual budget.

2. Is there a consideration for the 4th-8th grade reduced class size (1.16) to be funded as an on-going expenditure?

Additional funding sources provided for COVID recovery were utilized to reduce class sizes for the 2021-22 school year and into the 2022-23 school year. Reducing class sizes to the levels supported in the 2021-22 school year would not be available as an ongoing expenditure given all District funding priorities.

3. What is the teacher to student ratio for ‘22-‘23 and what would it be without the funding in ‘23-‘24?

The District has maintained a 24:1 student to teacher ratio in grades K – 3 and in 2021-22 the grades 4 – 8 Districtwide class size average was also 24:1. The District will continue to participate in K – 3 class size reduction with a 24:1 ratio in outgoing years and for the 2022-23 school year in grades 4 – 8, the ratio should be around 28:1. Funding sources for the 2023-24 are currently unknown, however, we are expected to return to pre-pandemic class sizes in grades 4 – 8 by that year (32:1).

4. Why do you refer to '20-'21 school year in action step 1.16?

Class size reduction in grades 4 – 8 was a temporary solution, using temporary funding sources, to enhance student safety and support learning recovery. See response to class sizes in questions 2 – 3.

5. What years were the class size reduction funded for?

See response in questions 2 – 3.

6. Are portables still being considered installed for next school year?

The portables installed at Rio Seco School for additional classroom needs will be in place for the 2022-23 school year.

7. Why was there Covid Relief funds for Instructional Assistants for one year only? Is there another way Instructional Assistants will be used in the district for learning loss?

Funding allocations from State funding sources required the implementation of additional classroom instructional assistants for one year. Instructional assistants will be required in Transitional Kindergarten to reduce the adult-to-student ratio beginning in 2022-23. The Expanded Learning Opportunities Program, after school learning extension through our Out-of-School Time Programs, will also utilize similar services provided by instructional assistants.

8. What are the standardized assessments for special education teachers in TK?

Transitional Kindergarten has adopted *PreK on My Way* instructional materials and the Inclusion Program will be using this same curriculum with appropriate adaptations and/or modifications. We will be using ESGI as well as curricular based assessments.

9. Does every teacher have access to all professional development equally?

Every teacher would have equal access to professional development provided at their school site and at the district level.

10. Will the state funds for TK be enough for all the needs of the program?

Yes, the funding provided by the state is sufficient to cover the cost.

11. Will the district face a challenge in finding teachers to meet the requirements of TK credentialing?

At this point, we have been able to attract teachers with the appropriate credential and authorizations for the Transitional Kindergarten. We plan to support current teachers with information to seek necessary credentialing opportunities.

12. Is TK included in the overall professional development goals of the district?

Yes, we include professional learning for Transitional Kindergarten in our annual professional development plan.

13. What is the criteria for the number of days per school that counselors get?

Every counselor will be employed as a full-time counselor in Santee School District. School enrollment and student demographics along with other funding sources (federal grants) dictate the number of counseling days assigned to each school.

14. Will the Homeless Liaison only be working with homeless students? Will this person also serve at school sites?

The counselor assigned as the District Homeless Liaison will serve homeless and foster youth at all schools in this capacity.

15. Will TK be offered at every school?

TK program offerings are dependent on annual enrollment and available classroom space at each school. Currently, every school will have at least one TK class.

16. Two Therapists in 2.2 dedicated only to general education or does it include special education?

This contract is to support general education student. We are currently hiring three school psychologist/ licensed social workers to support student with disabilities for therapy services in their IEP.

17. Have you considered decreasing the Campus Aide to student ratio (1.1 and 2.1)?

We increased campus aide support in 2021-22 and this same level of support will continue into the 2022-23 school year.

18. How many Admin Interns will there be? Are they assigned to certain sites?

If approved, there will be two administrative interns supporting four school sites: Cajon Park, Carlton Oaks, Rio Seco, and Sycamore Canyon Schools.

19. What schools are being considered for the Admin Interns (1.20)?

See response to question 18.

20. Has the district considered using 'family engagement' instead of 'parent engagement' in terminology? Family engagement is a more inclusive term.

California and the federal government uses "Parent and Family Engagement" as inclusive terms for all family members helping to raise children.

21. Is there consideration for offering an enrichment program in the summer for those students who don't qualify for the summer intervention program?

The Expanded Learning Opportunities grant will provide many children with access to enrichment programs during the summer. This program will be run through Out-of-School Time Programs.

22. When the term "students with disabilities" is used, how is "disabilities" defined?

There are many qualifying conditions that would provide students access to special education services. Here is a link to the disability codes on the California Department of Education website: <https://www.cde.ca.gov/ta/tg/ca/disablecodes.asp>

23. Do the students have access to their devices in the summer program? Can they access their digital learning software as well?

Students participating in the summer learning program do have access to their iPad. They can access the digital learning software.

24. Have you considered Chrome Books for the students instead of iPads? (1.13)

We have not. We've been a 1:1 iPad district for over nine years and will continue to support learning tools on this platform. Other devices have been purchased for more robust programming needs (e.g. laptops in the middle school) but they are available in the classroom only and cannot be taken home.

25. More clarification on the IRT (1.12). What is the assignment split for the 7.0 IRT between the school day and the ELOC Program?

The additional 7.0 IRTs will be supporting their assigned school site for half their work day, working with small groups on academic student needs, and into the afternoon with the Expanded Learning Opportunities grant where they will continue to work with students on academic needs after school.

26. Will there be a cap on class sizes?

See response in question 3.

27. Will you consider educational partner feedback sessions at the school site during the school day?

We've traditionally held these events at a District level but this is a good suggestion.

28. Would there be an opportunity for family involvement, input and decision making during the school year at the school sites?

Family involvement begins at the classroom level, partnering with the classroom teacher on short-term and long-term goals for each child. Volunteer work on each campus became available as early as May 23 this school year and we intend to continue increasing volunteer opportunities on each campus as of August 2022. Each school site has two leadership opportunities for families: School Site Council and PTA and we highly encourage parents to become involved in those two opportunities.

29. Would the district consider professional development opportunities for all staff to better understand how to engage the community and families?

This is a great idea and yes, we will work on this idea.

30. Where is the data to support the continued purchase of Thrively? How many schools are using it? (2.1)

Thrively is a wonderful opportunity for middle school students to identify their interest and passions related to possible career exploration and service learning projects. This program is aligned with our student profile to prepare students for high school and beyond and represents several of the tenets within our student profile.

31. With the new addition of 1 FTE Homeless Liaison (2.2) and 1 FTE Director of Communication and Community Engagement (3.1), why is there a need for a FTE Director of Community Collaborative when those positions/roles are now being done by other people?

All three of these positions play an important role in supporting student achievement and each has different responsibilities. The Director of Community Collaborative is responsible for community engagement and administration of the MediCal program and coordinating services among various community agencies. We do currently have this position filled.