

# Santee School District



# Board of Education Candidate Information

## *Board of Education*

Elana Levens-Craig, *President*

Dianne El-Hajj, *Vice President*

Ken Fox, *Clerk*

Dustin Burns, *Member*

Barbara Ryan, *Member*

## *Executive Council*

Dr. Kristin Baranski, *Superintendent*

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

Karl Christensen, *Assistant Superintendent of Business Services*

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

## Table of Contents

### Welcome to Santee School District

- President's Message, and Vision & Mission Statements
- Board of Education Goals and Student Profile
- Board Policies and Bylaws
- 2022 Meeting Dates, Schedule, and Board Advisory Committees
- Leadership Organizational Chart
- Departments and Services Directory
- District Site Map and Schools
- School Schedules
- 2022-2023, 2023-2024, and 2024-2025 School Calendars
- Additional Resources

### Business Services

- Organizational Chart
- Fundamentals of School Budgeting
- Budget Cycle
- 2022-23 User Friendly Budget

### Educational Services

- Organizational Chart
- Local Control Funding Formula (LCFF) Budget Overview for Parents
- Local Control Accountability Plan (LCAP)
- School Accountability Report Card
- Curriculum and Instruction, Assessment
- English Learner Master Plan
- Special Education
- Technology
- Out-of-School Time Programs

### Human Resources/Pupil Services

- Summary of Services
- Organizational Chart
- Digital Services
- Employee Positions
- Employee Benefits
- Pupil Services
- Santee Collaborative
- Employee Association Contracts



## Welcome to Santee School District

The Board of Education believes 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. The Board of Education believes 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. Santee School District operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

## President's Message

*Amidst the challenges we continue to face, the Santee School District Governing Board remains steadfastly focused on ensuring that all our students receive the best educational experience regardless of situation or circumstance. This happens through the collective efforts of our dedicated teachers and staff, working in close collaboration with parents and community members.*

*- Elana Levens-Craig, President  
Santee School District Board of Education*

## Vision & Mission Statements

### **Vision Statement**

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

### **Mission Statement**

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

## Board of Education Goals

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

## Student Profile



## Board Policies and Bylaws

The Governing Board adopts written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to students, staff, parents/guardians, and the community. The Board ensures that district policies align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

[0000: Concepts and Roles](#)

[1000: Community Relations](#)

[2000: Administration](#)

[3000: Business and Non-Instructional Operations](#)

[4000: Personnel](#)

[5000: Students](#)

[6000: Instruction](#)

[7000: Facilities](#)

[9000: Bylaws of the Board \(BB\)](#)

- [BB 9000 - Role of the Board](#)
- [BB 9001 - Powers, Purposes and Duties of the Governing Board](#)
- [BB 9005 - Governance Standards](#)
- [BB 9120 - Officer and Auxiliary Personnel](#)



## 2022 Board Meeting Dates and Schedule

Meeting schedule: First and third Tuesdays of each month

Meeting time: 6:00 p.m.

Meeting location: Douglas E. Giles Educational Resource Center  
9619 Cuyamaca Street, Santee, CA 92071 or Virtually

*January 18	*****July 5 and 19
February 1 and 15	August 2 and 16
March 1 and 15	September 6 and 20
*April 19	**October 11 and 18
May 3 and 17	November 1 and 15
June 7 and 21	***December 6 and 13

*\*No regular meetings were scheduled for January 5 and April 7, due to holiday break schedules.*

*\*\*Meeting scheduled for October 11 (second Tuesday) in observance to Erev Yom Kippur.*

*\*\*\*Meeting scheduled on December 13 (second Tuesday) due to the holiday break.*

*\*\*\*\*July 5 meeting canceled.*

## Board Advisory Committees

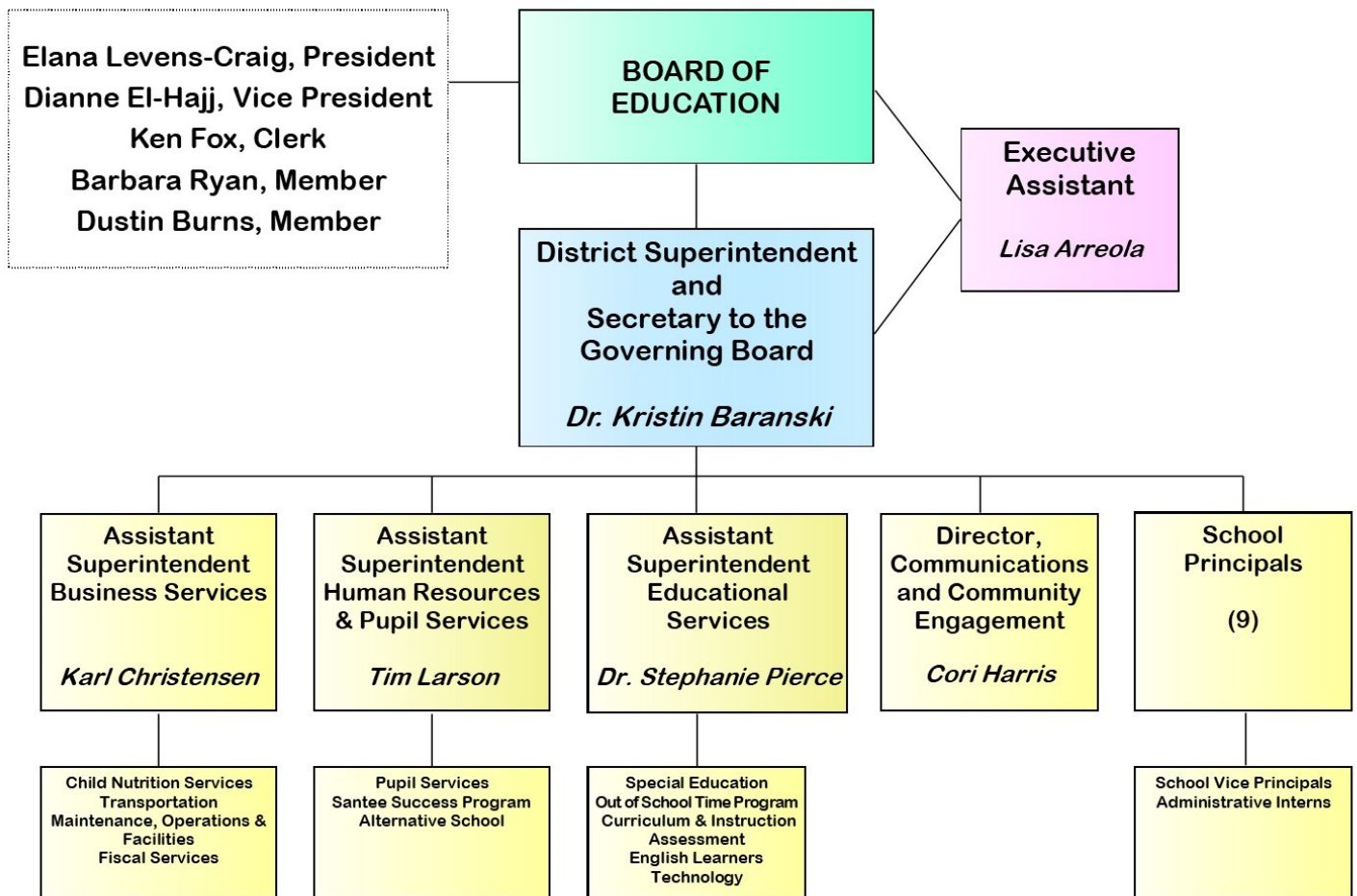
The Governing Board endorses the concept that parents and community participation in the affairs of schools and the district is essential to maintain mutual confidence and respect while working together to improve the quality of education for all students.

The Board encourages the solicitation of parents/guardians and community input on matters affecting the schools and the district through the establishment of advisory committees and within the following principles:

- That citizen groups be broadly represented.
- That recommendations be based on research and facts.
- That recommendations be submitted to the Board which alone has the authority and responsibility to act upon them.

- [Budget Advisory Committee](#)
- [Calendar Committee](#)
- [Character Education and School Climate Committee](#)
- [Communication Committee](#)
- [District Advisory Committee \(DAC\)](#)
- [District English Learner Advisory Committee \(DELAC\)](#)
- [Special Education Advisory Committee](#)
- [Wellness Committee](#)

# Leadership Organizational Chart



Revised 2022

## Departments

### ***Educational Services***

[Dr. Stephanie Pierce, Assistant Superintendent](#)

The Educational Services department supports all curricular areas. Through research-based curriculum and instruction delivery models, they are determined to prepare students for the 21<sup>st</sup> century. In coordination with the assessment department, they support curriculum alignment, pacing of instruction, and identifying timely, systematic and targeted support for all learners.

### ***Business Services***

[Karl Christensen, Assistant Superintendent](#)

The Business Services Department provides quality services and support assistance in all areas of school business administration, fiscal services, child nutrition services, school transportation, deferred maintenance, building and classroom repairs, upkeep of grounds and landscape, custodial services and operations, and facilities construction management to each of the District's nine schools and all departments district-wide.

### ***Human Resources/Pupil Services***

[Tim Larson, Assistant Superintendent](#)

The Human Resources Department recruits, selects, and retains the best employees available. With each job search, they look for qualified prospective employees who understand their role in the changing world of education and have the best interest of students at heart. They believe that the success of our students begins with the success of our employees. Pupil Services provides support for students in the areas of school attendance, student record and discipline as well as student physical and emotional health. The department oversees the Santee Collaborative, which serves students and families in Santee by promoting a healthier, proactive community that builds resilient children and families.

## Services Directory

### **Business Services**

- [Business Services](#)
- [Child Nutrition](#)
- [Facilities, Maintenance & Operations](#)
- [Fiscal Services](#)
- [Modernization](#)
- [Payroll Services](#)
- [Purchasing](#)
- [Transportation](#)

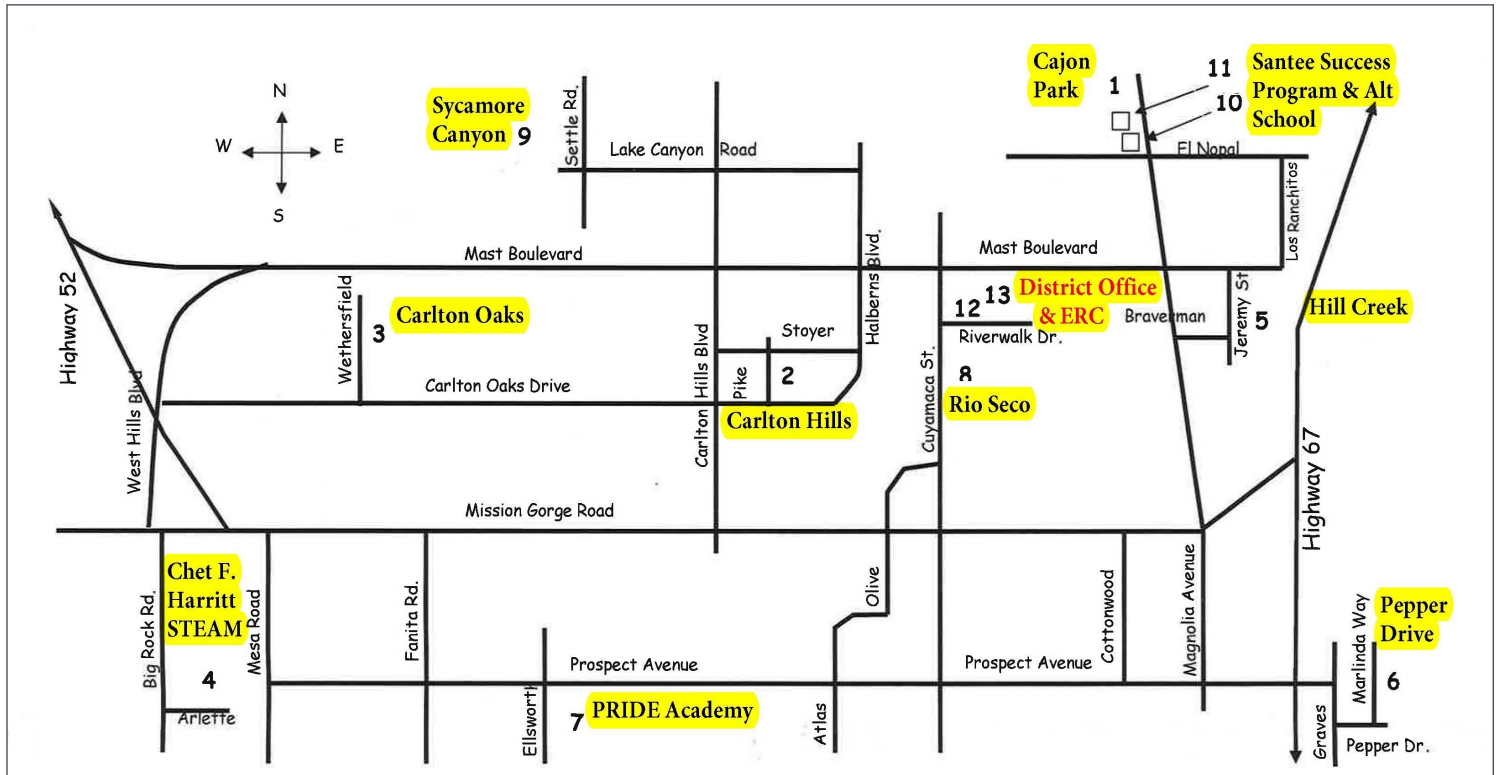
### **Education Services**

- [Assessment](#)
- [Curriculum, Instruction, and Professional Learning](#)
- [Distance Learning Resources](#)
- [Educational Services](#)
- [English Learner](#)
- [Health Services](#)
- [Instructional Technology](#)
- [Out-of-School Time Programs](#)
- [Special Education](#)
- [Technology Services](#)

### **Human Resources/Pupil Services**

- [Human Resources](#)
- [Pupil Services](#)
- [Community Collaborative](#)

# District Site Map and Schools



**Cajon Park School (#1)**  
Principal: Andy Johnston  
10300 N. Magnolia, Santee  
619.956.2400

**Carlton Hills School (#2)**  
Principal: Tim Dobbins  
9353 Pike Road, Santee  
619.258.3400

**Carlton Oaks School (#3)**  
Principal: Nona Richard  
9353 Wethersfield Road, Santee  
619.956.4500

**Chet F. Harritt STEAM School (#4)**  
Principal: Ted Hooks  
8120 Arlette Street, Santee  
619.258.4800

**Hill Creek School (#5)**  
Principal: Chasity Forster  
9665 Jeremy Street, Santee  
619.956.5000

**Pepper Drive School (#6)**  
Principal: Summer Bradbury  
1935 Marlinda Way, El Cajon  
619.956.5100

**PRIDE Academy (#7)**  
Principal: Kristen Bonser  
9303 Prospect Avenue, Santee  
619.956.5200

**Rio Seco School (#8)**  
Principal: Stephanie Southcott  
9545 Cuyamaca Street, Santee  
619.956.5500

**Sycamore Canyon School (#9)**  
Principal: Tylene Hicks  
10201 Settle Road, Santee  
619.956.5400

**Alternative School (#10)**  
Principal: Bonner Montler  
10250 Magnolia Avenue, Santee  
619.956.2490

**Santee Success Program (#11)**  
Principal: Mike Olander  
10250 Magnolia Ave, Santee  
619.258.2364

**Educational Resource Center (#12)**  
9619 Cuyamaca, Santee, CA  
619.258.2350

**Charles E. Skidmore Administrative Offices - District Office (#13)**  
9625 Cuyamaca Street, Santee  
619.258.2300

## School Schedules

### Early Start Schools:

- Cajon Park
- Carlton Hills
- Chet F. Harritt STEAM
- Hill Creek
- PRIDE Academy

Regular Schedule			Minimum Days Parent/Teacher Conf. & Last Day of School November 14-18, 2022; and June 14, 2023	
Grade	Start	End	Start	End
TK, EAK	7:45 AM	11:15 AM	7:45 AM	11:15 AM
K-3	7:45 AM	1:35 PM	7:45 AM	12:20 PM
4-8	7:45 AM	2:01 PM	7:45 AM	12:20 PM

### Late Start Schools:

- Carlton Oaks
- Pepper Drive
- Rio Seco
- Sycamore Canyon

Regular Schedule			Minimum Days Parent/Teacher Conf. & Last Day of School November 14-18, 2022; and June 14, 2023	
Grade	Start	End	Start	End
TK, EAK	8:30 AM	12:00 PM	8:30 AM	12:00 PM
K-3	8:30 AM	2:20 PM	8:30 AM	1:05 PM
4-8	8:30 AM	2:46 PM	8:30 AM	1:05 PM

# 2022-2023 School Calendar

## Santee School District 2022-2023 School Year Calendar



July 2022						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7/4 Independence Day  
Observance

January 2023						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2 New Year's Day Observance  
1/5 Classes Resume  
1/16 MLK Day Observance

August 2022						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/15 School Offices Open to Public  
8/17 Teachers Return  
8/24 Students Return

February 2023						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

2/13 Lincoln's Day Observance  
2/20 Washington's Day  
Observance

September 2022						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5 Labor Day Observance

March 2023						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/1 End of 2nd trimester (60 days)

October 2022						
S	M	T	W	TH	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2023						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/3-14 Spring Break  
4/7 Local Holiday  
4/17 Classes Resume

November 2022						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/10 End of 1st Trimester (56 days)  
11/11 Veteran's Day Observance  
11/14-18 Parent/Teacher Conf -  
Modified Days  
11/21-25 Thanksgiving Break  
11/24 Thanksgiving Day Observance  
11/25 Local Holiday

May 2023						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5/29 Memorial Day Observance

December 2022						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/22-1/4 Winter Break  
12/23 Local Holiday  
12/26 Christmas Day Observance  
12/27 Local Holiday in lieu of  
Admission's Day  
12/30 New Year's Day Observance

June 2023						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/14 End of 3rd Trimester (64 days)  
6/14 Last School Day - Modified Day  
6/19 Juneteenth Observance

- Holiday
- School Closure
- Classes Resume
- First/Last Day of School

- 9/25 - 9/27/22 Rosh Hashana
- 10/4 - 10/5/22 Yom Kippur
- 12/18 - 12/26/22 Hanukkah
- 3/22 - 4/20/23 Ramadan

Board Approved: March 15, 2022



# 2023-2024 School Calendar



## Santee School District 2024-2025 School Year Calendar

July 2024						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/4 Independence Day  
Observance

January 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1/1 New Year's Day Observance  
1/6 Classes Resume  
1/20 MLK Day Observance

August 2024						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8/12 School Offices Open to Public  
8/14 Teachers Return  
8/21 Students Return

February 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2/10 Lincoln's Day Observance  
2/17 Washington's Day  
Observance  
2/27 End of 2nd trimester (60 days)

September 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9/2 Labor Day Observance

March 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2024						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4/7-18 Spring Break  
4/18 Local Holiday  
4/21 Classes Resume

November 2024						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11/8 End of 1st Trimester (57 days)  
11/11 Veteran's Day Observance  
11/12-18 Parent/Teacher Conf -  
Modified Days  
11/25-29 Thanksgiving Break  
11/28 Thanksgiving Day Observance  
11/29 Local Holiday

May 2025						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5/26 Memorial Day Observance

December 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12/23-1/3 Winter Break  
12/23 Local Holiday in lieu of  
Admission's Day  
12/24 Local Holiday  
12/25 Christmas Day Observance  
12/31 Local Holiday

June 2025						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6/11 End of 3rd Trimester (63 days)  
6/11 Last School Day - Modified Day  
6/19 Juneteenth Observance

- Holiday
- School Closure
- Classes Resume
- First/Last Day of School

- 10/2 - 10/4/24 Rosh Hashana
- 10/11 - 10/12/24 Yom Kippur
- 12/25/24 - 1/2/25 Hanukkah
- 2/28 - 3/29/25 Ramadan

Board Approved: March 15, 2022

# 2024-25 School Calendar



## Santee School District 2024-2025 School Year Calendar

July 2024						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/4 Independence Day  
Observance

January 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1/1 New Year's Day Observance  
1/6 Classes Resume  
1/20 MLK Day Observance

August 2024						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8/12 School Offices Open to Public  
8/14 Teachers Return  
8/21 Students Return

February 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2/10 Lincoln's Day Observance  
2/17 Washington's Day  
Observance  
2/27 End of 2nd trimester (60 days)

September 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9/2 Labor Day Observance

March 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2024						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2025						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4/7-18 Spring Break  
4/18 Local Holiday  
4/21 Classes Resume

November 2024						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11/8 End of 1st Trimester (57 days)  
11/11 Veteran's Day Observance  
11/12-18 Parent/Teacher Conf -  
Modified Days  
11/25-29 Thanksgiving Break  
11/28 Thanksgiving Day Observance  
11/29 Local Holiday

May 2025						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5/26 Memorial Day Observance

December 2024						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12/23-1/3 Winter Break  
12/23 Local Holiday in lieu of  
Admission's Day  
12/24 Local Holiday  
12/25 Christmas Day Observance  
12/31 Local Holiday

June 2025						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6/11 End of 3rd Trimester (63 days)  
6/11 Last School Day - Modified Day  
6/19 Juneteenth Observance

- Holiday
- School Closure
- Classes Resume
- First/Last Day of School

- 10/2 - 10/4/24 Rosh Hashana
- 10/11 - 10/12/24 Yom Kippur
- 12/25/24 - 1/2/25 Hanukkah
- 2/28 - 3/29/25 Ramadan

Board Approved: March 15, 2022



## Additional Resources



[The Ralph M Brown Act  
Government Code Sections 54950-  
54963](#)



The Annual Education Conference (AEC) is California School Boards Association (CSBA's) premier continuing education program—delivering practical solutions to help governance teams from districts and county offices of education improve student learning and achievement. Whether you are a veteran board member, a superintendent, a board support professional or a first-time attendee, you'll come away from conference with practical ideas and a renewed commitment to help your board accomplish the critical work ahead.

This year's conference will take place Thursday, December 1 to Saturday, December 3, at the San Diego Convention Center. Pre-conference activities begin on Wednesday, November 30.

Visit the [CSBA AEC website](#) for conference information.

# Business Services

## Table of Contents

- **Organizational Chart**
- **Fundamentals of School District Budgeting**
- **Budget Cycle**
- **2022-23 User Friendly Budget**



# Organizational Chart





# Business Services

**Board of Education**

**Superintendent**

Karl Christensen  
**Assistant Superintendent**  
 (619) 258-2321  
[karl.christensen@santeesd.net](mailto:karl.christensen@santeesd.net)

Evonn Avila  
**Administrative Secretary**  
 (619) 258-2320  
[evonn.avila@santeesd.net](mailto:evonn.avila@santeesd.net)

Amanda Flamion  
**Director, Child Nutrition Services**  
 (619) 258-2290  
[amanda.flamion@santeesd.net](mailto:amanda.flamion@santeesd.net)

Bryce Storm  
**Director, Maintenance, Operations & Facilities**  
 (619) 258-2334  
[bryce.storm@santeesd.net](mailto:bryce.storm@santeesd.net)

**Principals**

Tory Long  
**Director, Fiscal Services**  
 (619) 258-2318  
[tory.long@santeesd.net](mailto:tory.long@santeesd.net)

Leslie Peabody  
**Director, Transportation**  
 (619) 258-2336  
[leslie.peabody@santeesd.net](mailto:leslie.peabody@santeesd.net)

**Child Nutrition Services**  
 Acctng Asst III / Secretary II (1)  
 Clerical Assistant (1)

Child Nutrition Lead (1)  
 Child Nut. Schl Site Lead (1)  
 Food Service Worker V (1)  
 Food Service Utility Worker (3)  
 Food Service Worker IIIA (1)  
 Food Service Worker III (9)  
 Food Service Worker IA (28)  
 Food Service Worker I (6)

Secretary II (1)

Maint. & Opers Lead (1)  
 HVAC Tech (1)  
 Craftworker III (1)  
 Craftworker II (4)  
 Craftworker I/Storekeeper (1)  
 Craftworker I/Warehouse  
 Delivery Driver (1)  
 Craftworker I (1)

Jose Reynoso  
**Coordinator, Maint/Opers**  
 (619) 258-2332  
[jose.reynoso@santeesd.net](mailto:jose.reynoso@santeesd.net)

Grounds Maint. Worker III (1)  
 Grounds Maint. Worker II (1)  
 Grounds Maint. Worker I (3)

Custodian II (1)

Site Custodian (9)  
 Custodian II (21)

Sheila White  
**Payroll Specialist**  
 (619) 258-2334  
[sheila.white@santeesd.net](mailto:sheila.white@santeesd.net)

Accountant: Finance (2)  
 Accounting Assistant III (3)  
 Purchasing Technician (1)

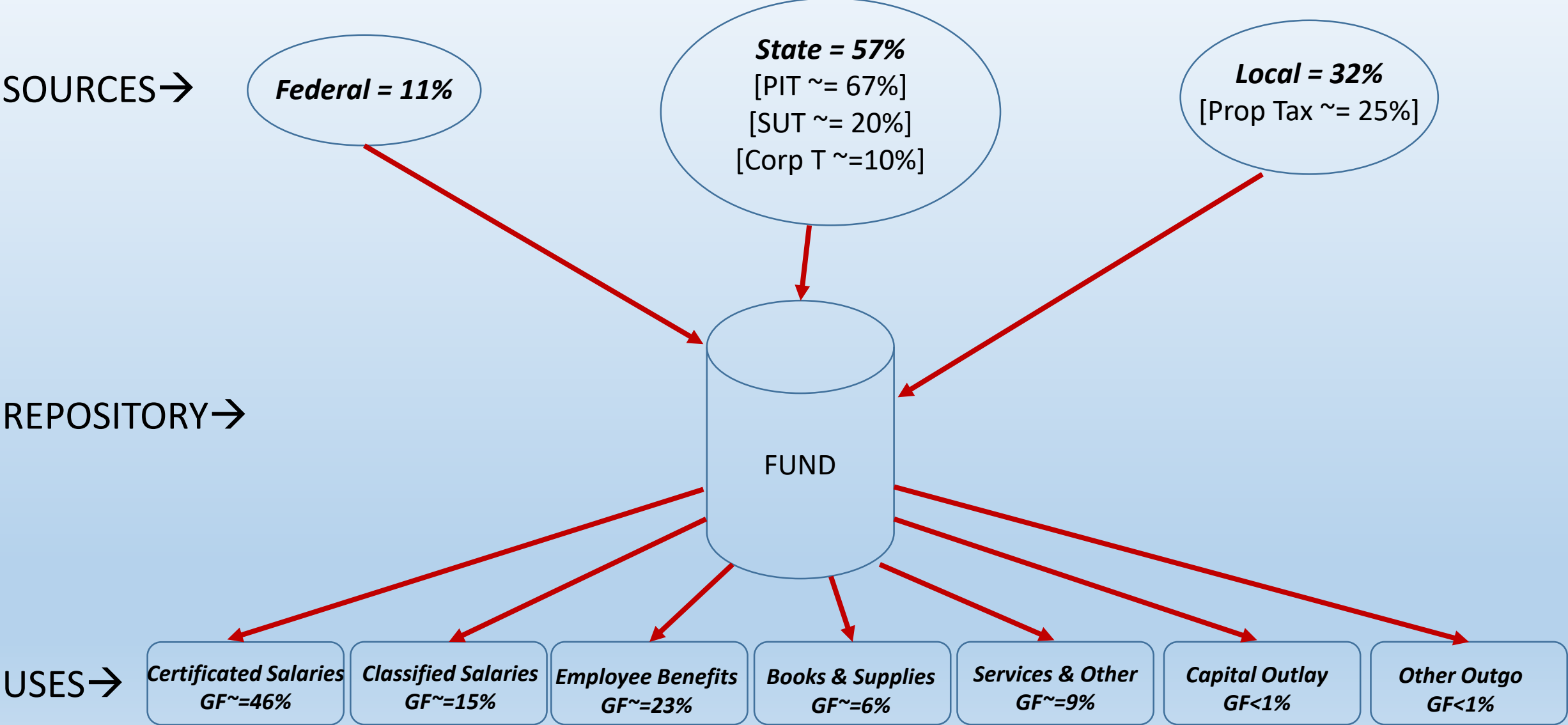
Hvy Duty Diesel Mechanic (1)  
 Assistant Mechanic (1)  
 Safety/Training Instructor (1)  
 Dispatcher/Driver (1)  
 Driver Office Clerk (1)  
 Bus Driver (15)  
 Van Driver (3)  
 Attendant (4)

# Fundamentals of School District Budgeting

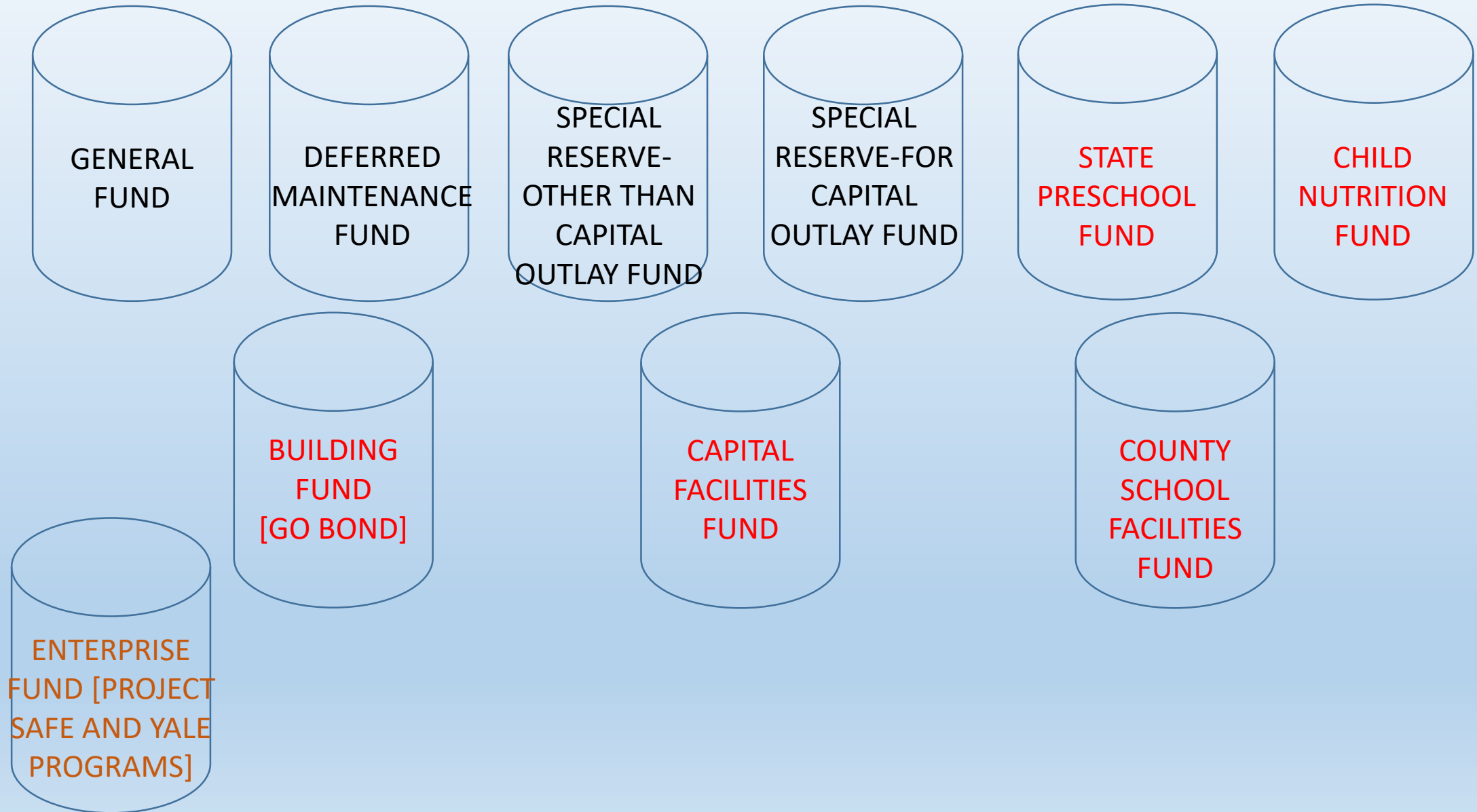


# School District Budget Fundamentals

# District Budget Fundamentals

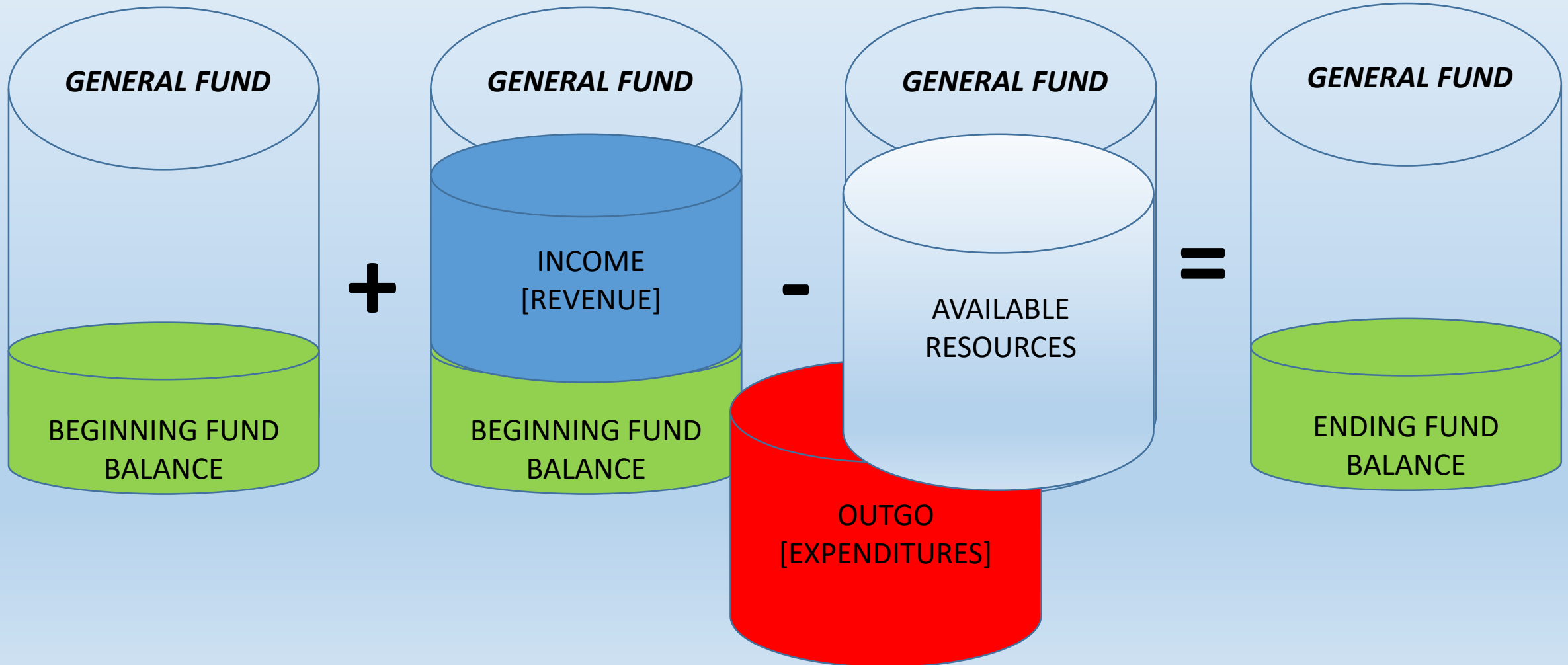


# District Budget Fundamentals

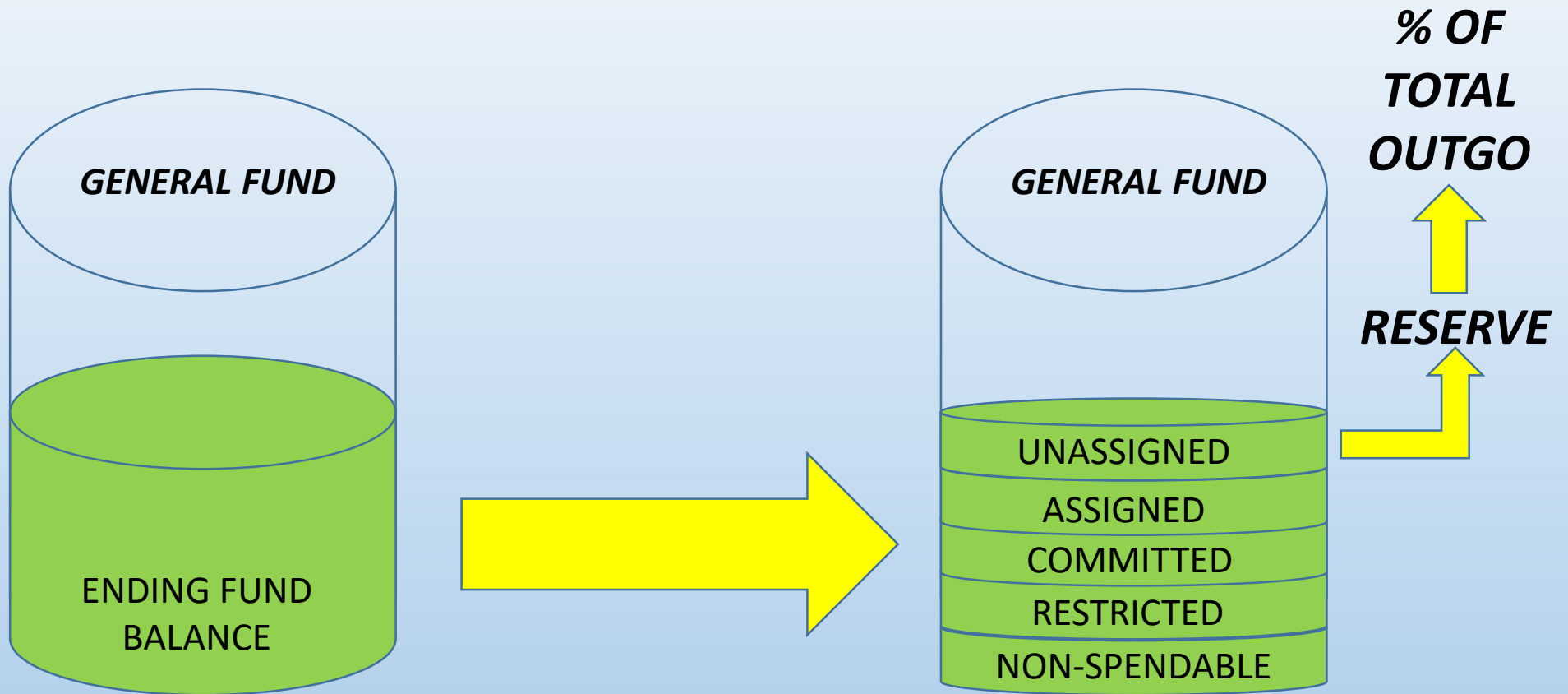




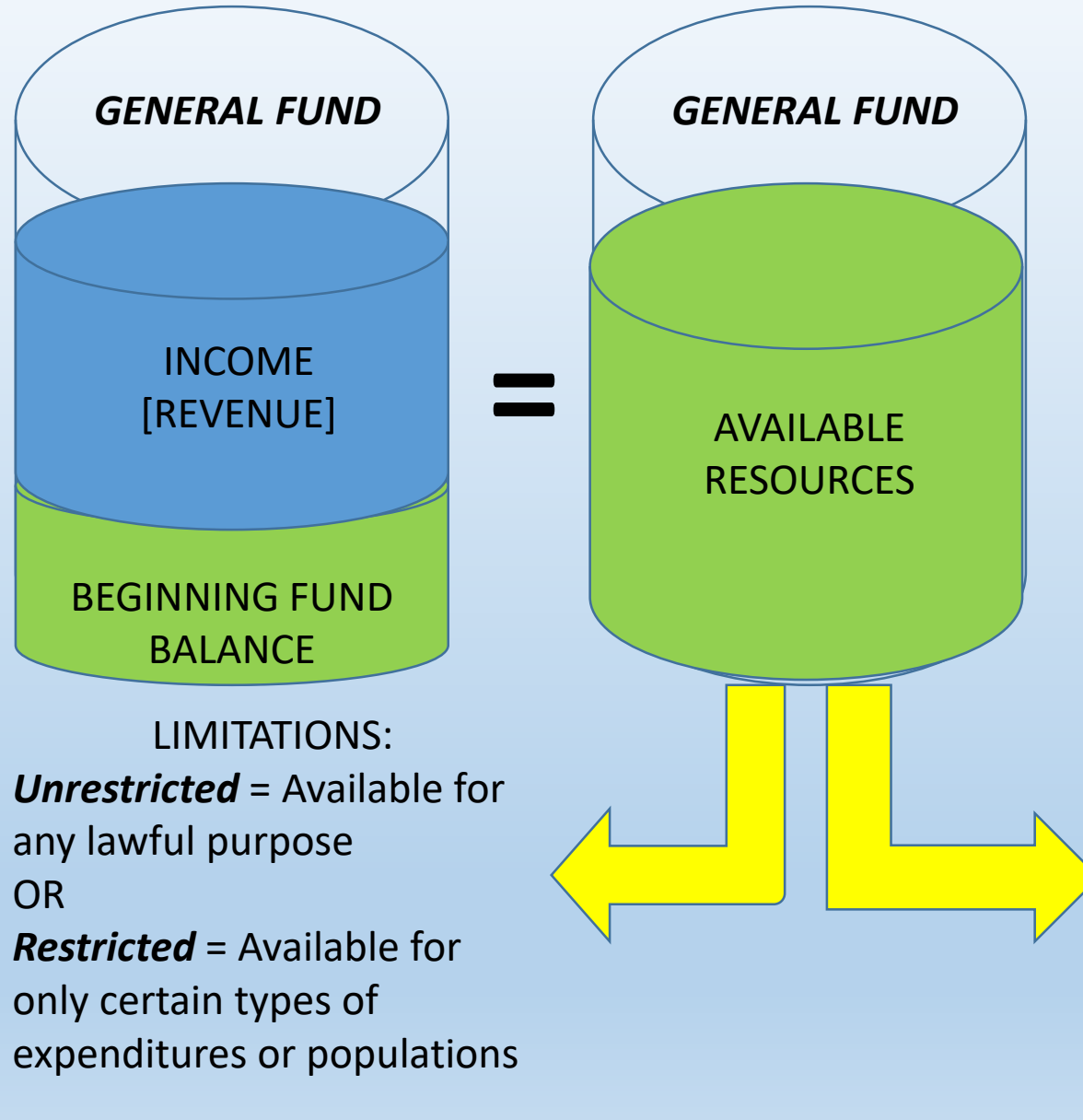
# District Budget Fundamentals



# District Budget Fundamentals



# District Budget Fundamentals



# District Budget Fundamentals

**State = 57%**  
[PIT ≈ 67%]  
[SUT ≈ 20%]  
[Corp T ≈ 10%]

Proposition 98 Formula Determines  
***How Much K-14 Education Gets***

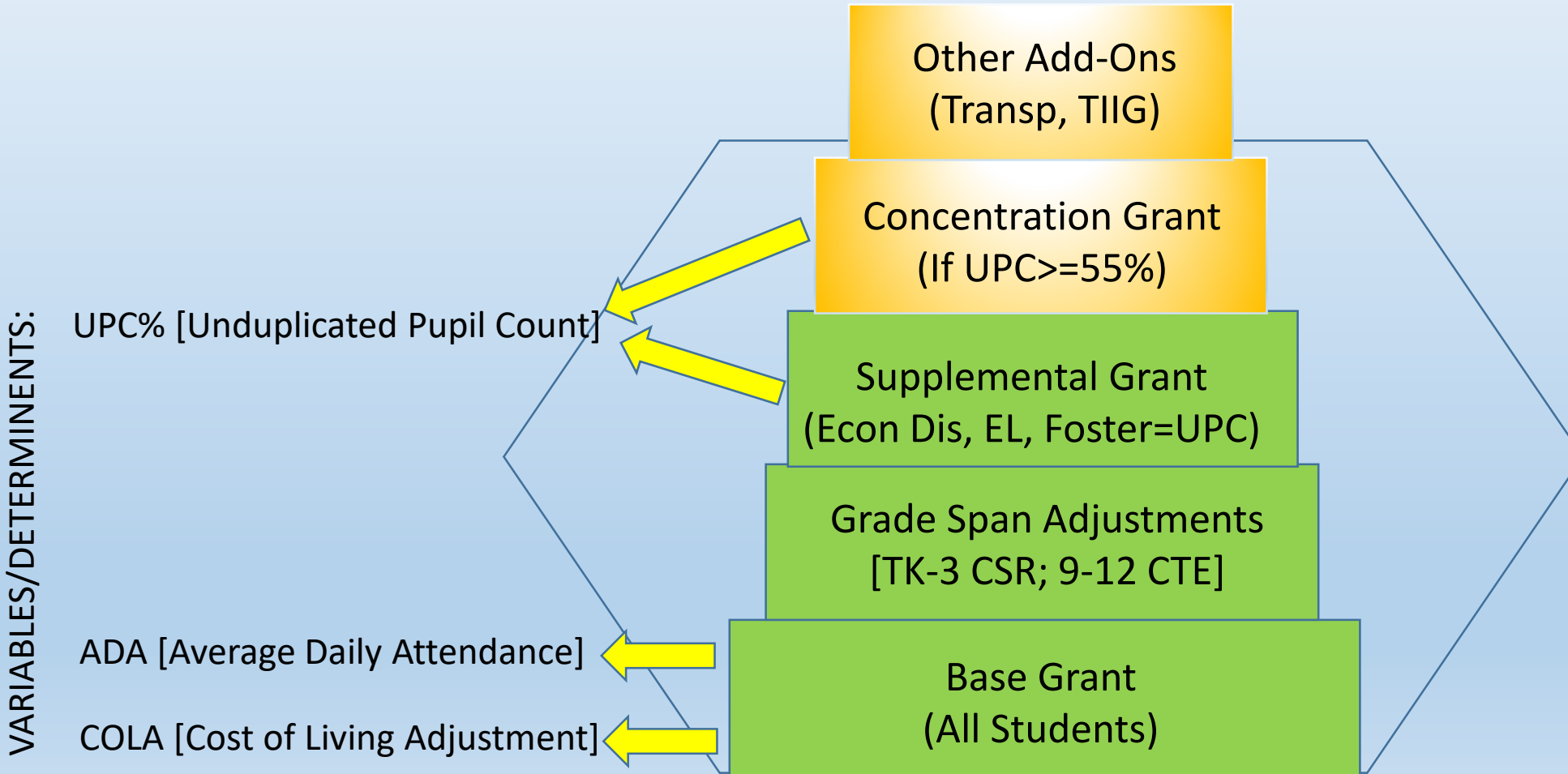
Governor and Legislature Determine  
***In What Form Prop 98 Funds Will Be Distributed***



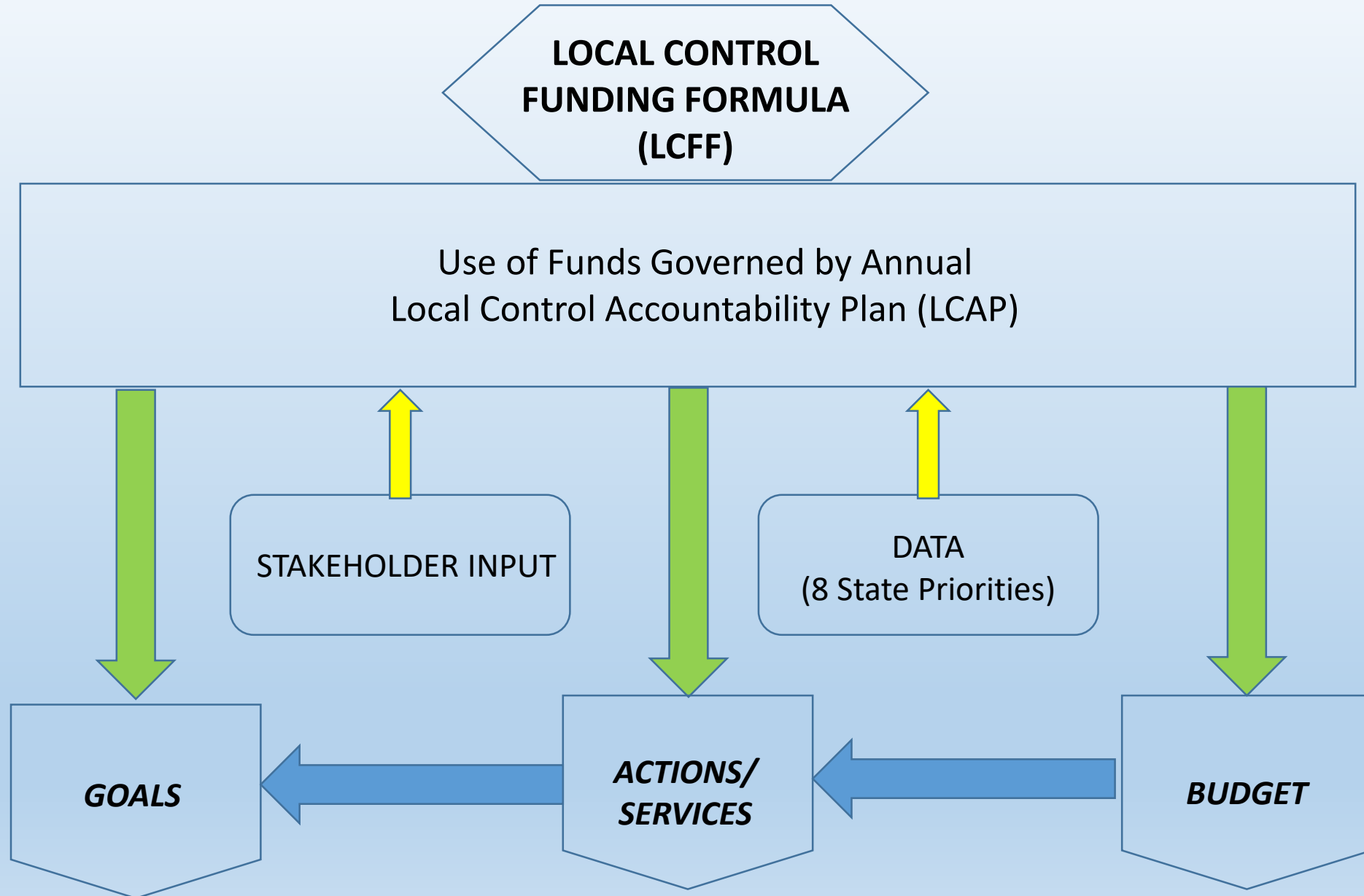
**LOCAL CONTROL  
FUNDING FORMULA  
(LCFF)**

# District Budget Fundamentals

## LOCAL CONTROL FUNDING FORMULA (LCFF) Represents 74% of District Revenue



# District Budget Fundamentals



# Budget Cycle



## District Budget Cycle

<b>Date Due</b>	<b>Report</b>	<b>Fiscal Year</b>	<b>Period Covered</b>	<b>Description</b>
<i>January 10</i>	<i>Governor's State Budget Proposal</i>	<i>Subsequent (may also include mid-year changes for current year)</i>	<i>July 1 – June 30</i>	<i>Governor's projected revenue and expenditures (spending plan) for the upcoming year and subsequent years for the State</i>
March 15	2 <sup>nd</sup> Interim Report	Current	July 1 – January 31 with Multi-Year Projection for 2 subsequent years	District's actual revenue, expenditures, and projected ending fund balance, compared to budget
March 15	Initial layoff notices for Certificated and Classified staff	Subsequent	July 1 →	Initial notification to potentially affected Certificated and Classified employees of District's plan to layoff employees due to lack of funds or lack of work
May 14	Final layoff notices for Certificated Staff	Subsequent	July 1 →	Final notification to affected Certificated employees of District's intent to layoff employees due to lack of funds or lack of work
June 15 ( <i>Only if 2<sup>nd</sup> Interim Qualified or Negative</i> )	3 <sup>rd</sup> Interim Report	Current	July 1 – April 30 with Multi-Year Projection for 2 subsequent years	District's actual revenue, expenditures, and projected ending fund balance, compared to budget
<i>June 30</i>	<i>State Budget</i>	<i>Subsequent</i>	<i>July 1 – June 30</i>	<i>State's budgeted revenues and expenditures.</i>
<i>June 30 (Approved at 2<sup>nd</sup> Board Meeting in June – 3<sup>rd</sup> Tuesday)</i>	Local Control Accountability Plan (LCAP)	Subsequent	July 1 – June 30	District's goals and actions linked to budget for providing core and supplemental services to students
<i>June 30 (Approved at 2<sup>nd</sup> Board Meeting in June – 3<sup>rd</sup> Tuesday)</i>	Adopted Budget (Includes Estimated Actuals for current year)	Subsequent	July 1 – June 30 with Multi-Year Projection for 2 subsequent years	District's budgeted revenues, expenditures (spending plan), and projected ending fund balance.
On-going	Budget Plans and Strategies	Current and Subsequent	Varies	District's plans for addressing projected budget shortfalls
On-going	Negotiations	Varies	Varies	District's negotiation with Unions for contract revisions and compensation provisions
<i>45 days after State adopts budget</i>	<i>Revised Budget</i>	<i>Current</i>	<i>July 1 – June 30</i>	<i>District's revision of budgeted revenues, expenditures, and projected ending fund balance in response to State Adopted Budget</i>
September 15	Unaudited Actuals	Previous	July 1 – June 30	District's finalized revenues, expenditures, and ending fund balance
December 15	Audit Report	Previous	July 1 – June 30	Audited Financial Statements for the District
December 15	1 <sup>st</sup> Interim Report	Current	July 1 – October 31 with Multi-Year Projection for 2 subsequent years	District's actual revenue and expenditures compared to budget



# 2022-23 User Friendly Budget





**Expanding Learning  
Opportunities for Students**

**2022-23**

**ADOPTED BUDGET**

**User Friendly Version**

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Board of Education



**Elana Levens-Craig**  
President



**Dianne El-Hajj**  
Vice-President



**Ken Fox**  
Clerk



**Dustin Burns**  
Member



**Barbara Ryan**  
Member

## *District Administration*

Dr. Kristin Baranski – Superintendent

Karl Christensen – Assistant Superintendent, Business Services

Tim Larson – Assistant Superintendent, Human Resources & Pupil Services

Dr. Stephanie Pierce – Assistant Superintendent, Educational Services

# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## Table Of Contents

<b>Board President’s Message.....</b>	<b>3</b>
<b>Superintendent’s Message .....</b>	<b>4</b>
<b>Fiscal Philosophy .....</b>	<b>5</b>
<b>Budget Assumptions.....</b>	<b>8</b>
<b>Enrollment and ADA Trends .....</b>	<b>9</b>
<b>Fund Accounting .....</b>	<b>15</b>
<b>Projected Revenues, Expenditures, and Changes To Fund Balance For All District Funds .....</b>	<b>16</b>
<b>Projected Ending General Fund Balance .....</b>	<b>19</b>
<b>General Fund Sources Of Money .....</b>	<b>23</b>
<b>General Fund Uses Of Money .....</b>	<b>28</b>
<b>Multi-Year Projection.....</b>	<b>36</b>
<b>Long-Term Debt.....</b>	<b>39</b>
<b>Cash Flow .....</b>	<b>40</b>
<b>Reserves.....</b>	<b>42</b>
<b>6 Keys To Analyzing Fiscal Health.....</b>	<b>44</b>
<b>Reading The Standardized Account Code Structure (SACS) Forms .....</b>	<b>45</b>
<b>Glossary Of Terms .....</b>	<b>47</b>

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Board President's Message



Every year the Santee School District Board of Education adopts the District's annual budget. We consider this to be one of our most important responsibilities. The budget sets direction for educational programs and services which support the District's Vision and Mission. Implementing California State Standards and the Smarter Balanced Assessment (SBAC) system requires dedicated financial resources and significant staff development. Balancing these demands with increased pressures on our budget from added costs requires disciplined decision-making and thoughtful foresight.

California uses a funding distribution system, called the Local Control Funding Formula (LCFF), to allocate revenue to Districts. The LCFF requires school districts to develop and adopt a Local Control Accountability Plan (LCAP), which consists of goals to address the State's eight priorities and specific actions designed to increase and/or improve services for students. At the heart of Santee's LCAP is the 1:1 Digital Learning Program. The District now provides every student a digital device to enhance their learning. Providing digital resources of this magnitude requires a significant investment in support staff, infrastructure, professional development, devices, on-line educational resources, and an on-going replacement/refreshment plan. The Board of Education and Administration believe the Digital Learning Initiative is transforming student learning and accelerating improvement in academic achievement for all students.

This year's LCAP and budget contains new and revised actions focused on implementing a robust before/after school program to support academic learning, continued learning recovery and acceleration, and recurring efforts to bolster student well-being. Due to continuing increases in State revenues, the District is able to take advantage of these additional resources by increasing and improving services for students again this year.

As always, we sincerely appreciate the help and support of the Santee community in assuring all Santee School District students are well prepared for the future.

Please visit the [Budget Webpage](#) to obtain the latest information on the District's budget.

Elana Levens-Craig  
President, Board of Education

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Superintendent's Message



Santee School District has a long-standing history of providing a high-quality education for all students. The adoption of the annual District budget is a critical action that impacts the strength of the educational program offered and determines the effectiveness of overall District operations and services.

Based on the Santee School District Board of Education's ongoing commitment to students, the primary focus when developing the budget for the upcoming school year is student learning and emotional well-being. The State's funding method for school districts, the Local Control Funding Formula (LCFF), requires every school district to develop and adopt a Local Control Accountability Plan (LCAP). The LCAP contains specific action steps and services designed to improve student learning, along with the costs associated with each action step. In addition to LCFF funding, the LCAP also includes all the one-time federal and state funding provided to school districts in support of learning recovery; and student and staff safety.

Santee School District's LCAP goals, action steps, and services are designed to support the District's vision, mission, belief statements, and Board of Education goals. The District's LCAP has designated funding for ongoing counseling support, standards-aligned instructional materials, social-emotional learning curriculum, temporary reduction of class sizes in grades 4 – 8, instructional intervention services, and professional learning for certificated and classified employees. In addition to these core and supplemental services, students in Santee School District will have benefitted from 1:1 technology for eight years. We believe we are preparing students with the foundational, technological skills necessary for high school, college, and career just as we prepare our students to be readers, writers, mathematicians, and critical thinkers.

Adoption of the District's budget requires completion of a lengthy document called the Standardized Account Code Structure (SACS) Form, which is submitted to the San Diego County Office of Education and the California State Department of Education for approval. Although this form is the "official budget," it is cumbersome and not very "user-friendly." Therefore, this "user-friendly" version was developed for the Governing Board to share the financial condition of the District with the community and staff. The complete SACS document can be accessed on the District's website and is on file in the Business Office at 9625 Cuyamaca Street, Santee, CA; copies of which are available upon request.

Dr. Kristin Baranski  
Superintendent

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Fiscal Philosophy

The District's philosophy of managing its finances and expending its resources is encapsulated in the charts on the next two pages. The first chart depicts the fact that the District must use its limited funds to purchase the following resources at the best prices:

- ✓ **People** – Quality staff who are appreciated and paid justly and fairly
- ✓ **Places** – Facilities maintained in good repair and working order
- ✓ **Things** - Computers, printers, copiers, pencils, paper, textbooks, office supplies, and instructional supplies
- ✓ **Ideas** - Software, curriculum, and innovative teaching strategies

These resources are then focused on one over-arching goal: **increasing student achievement**. A public school district will never have enough funds to pay for everything wanted and needed. Therefore, the Board of Education gives direction to administration, through the Budget document, as to its funding priorities and where the resources should be focused. At times, because of limited resources, these priorities are developed from a series of choices or trade-offs such as “do we increase salary for our People to attract and retain the best, or do we buy more Things like computers to increase the use of instructional technology?” The Annual Adopted Budget then can be viewed as a tool by which the Board communicates its values and priorities for that year to staff and the community.

The second Fiscal Philosophy Chart depicts the way the District chooses to make the choices that it must regarding its finances. At the center is the Financial Purpose proclaiming that the District is proactive and takes its fiscal responsibility very seriously. To that end, the District's culture reflects certain values that drive decision-making. Specifically, District administration and the Board believe in accurately accounting for every dollar and fully disclosing information to stakeholders as it becomes available through constant monitoring and evaluation of data.

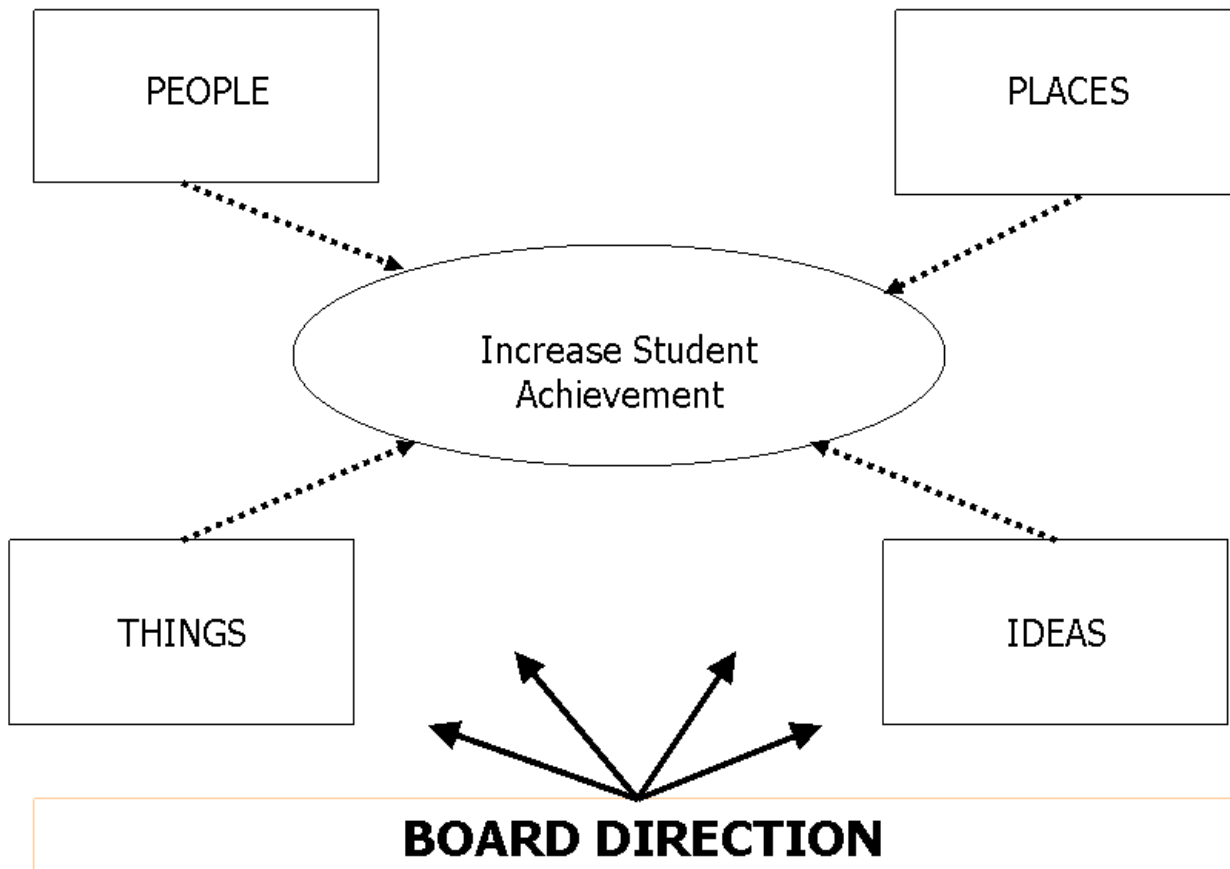
With these values as the foundation, the District then uses certain strategies to manage its finances and promote fiscal health. These strategies are divided into two categories: independent and dependent. The independent strategies are those that do not depend on other strategies for success. In other words, the District can actively **Maximize Revenues**, AND/OR **Control Costs**, AND/OR **Protect Assets** and be successful at any one or all of them. However, to be able to **Create Flexibility** and give the District some choices in spending, **Target Resources** to achieve the District's goals and objectives, and **Remunerate Employees** with fair and just compensation, it must first be successful at doing all of the independent strategies. In other words, the District will find it difficult to have flexibility in spending to target resources and remunerate employees if it does not first maximize revenues, control costs, and protect its assets.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## THE TARGET:



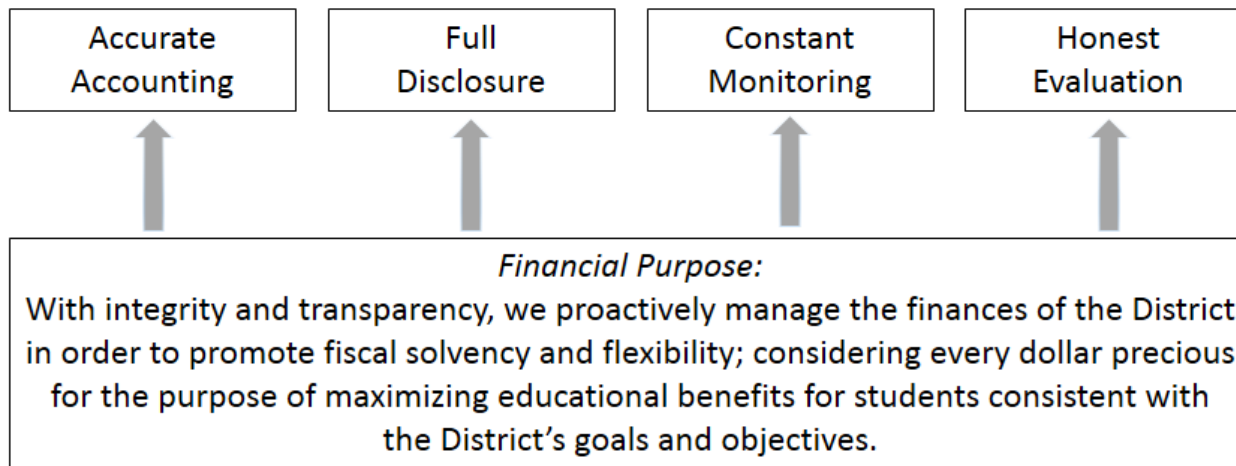


# SANTEE SCHOOL DISTRICT

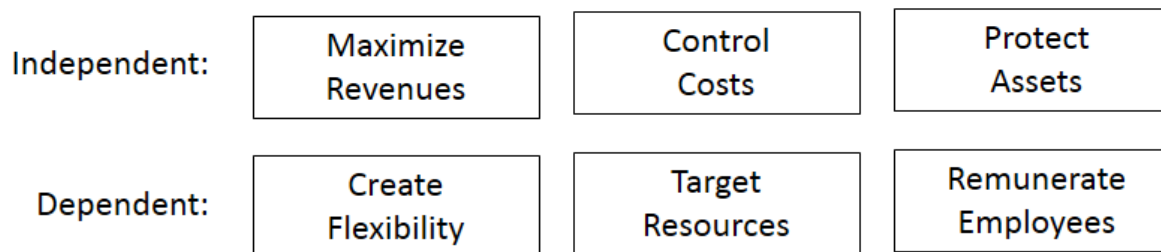
2022-23

USER FRIENDLY BUDGET

---CORE FISCAL VALUES---



---STRATEGIES---



# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## **Budget Assumptions**

The District's budget is developed each year using a set of assumptions. These assumptions represent the best-known information at the time of development and reflect the latest projections of funding from the State of California and the Federal Government. 40% or more of the State's General Fund budget goes toward funding for public education so the District's budget is based almost entirely on what is reported at the State level. Preparation and finalization of the District's Adopted Budget is generally completed before the State adopts its budget. Consequently, the District's Adopted Budget is based on the latest report from the State outlining its intentions for the following year; otherwise known as the "May Revise."

While the May Revise generally reflects the final funding levels that will appear in the State's Adopted Budget, some changes do occur. Therefore, the District's Adopted Budget should be viewed as a preliminary snapshot of projected revenues and expenditures for the coming year, which may change when the State's final budget is approved. These changes are made using a series of budget revisions that are taken to the Board for approval throughout the year as more up-to-date information becomes available. The remainder of this User Friendly Budget document contains references to many of the most significant budget assumptions.

# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## Enrollment and ADA Trends

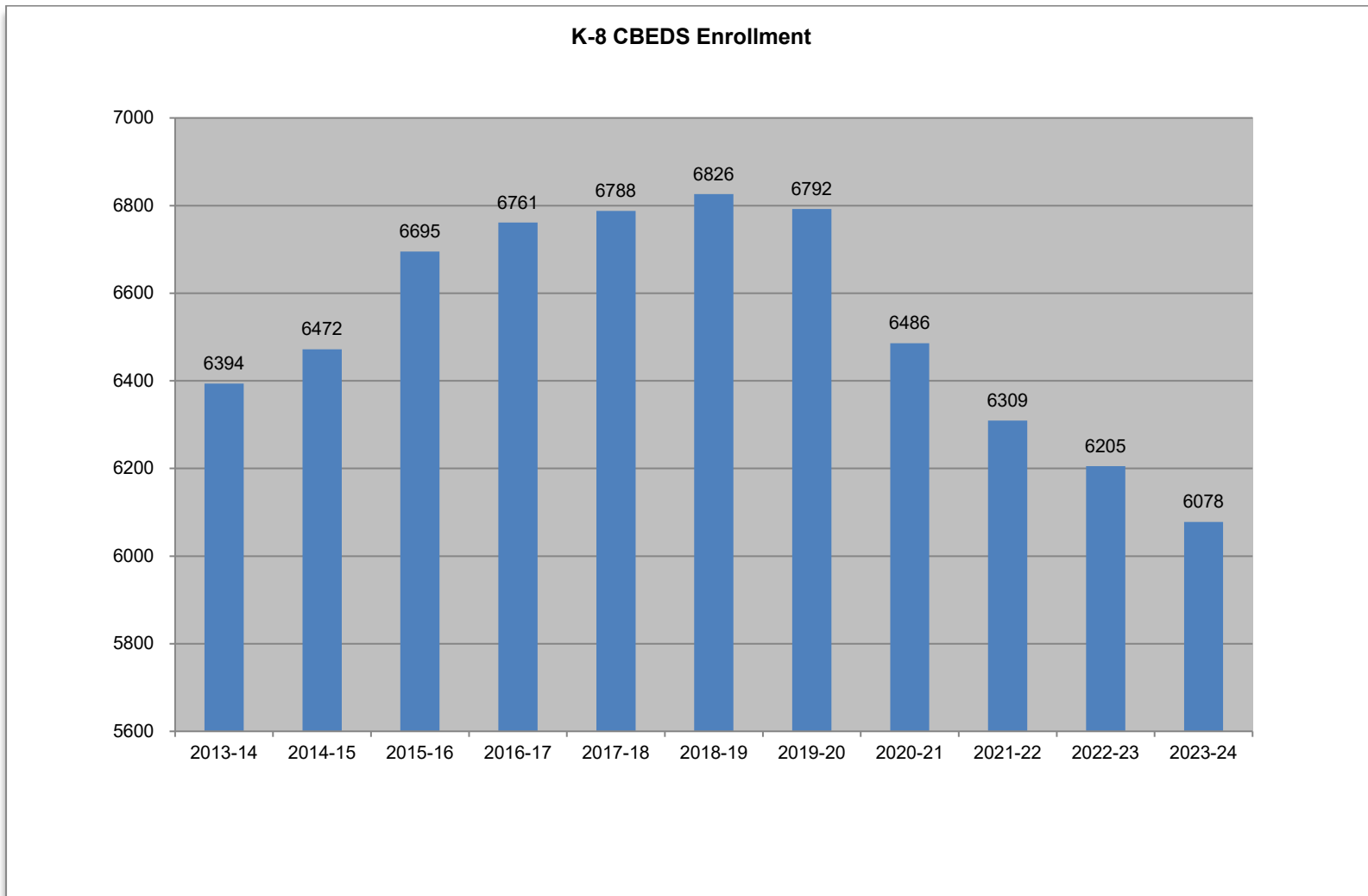
The interplay between the number of students enrolled in the District and the average number that actually attend on any given day can have serious consequences to the District's revenue. Over half of the revenue received in the District pertains directly to the actual attendance of students. Furthermore, the District only receives money for a student's attendance, NOT for their enrollment. Therefore, the District monitors attendance trends and enrollment very closely. The following charts depict some historical trends related to enrollment and ADA (average daily attendance):

- 1) Total Enrollment as of the first week of October (CBEDS day or California Basic Education Data System) for previous years and projections for the budget year and two subsequent years.
- 2) Percentage Change in enrollment from year to year.
- 3) Enrollment by Grade Level for previous years and the projected budget year.
- 4) Enrollment and ADA for previous years and the projected budget year.
- 5) ADA as a percentage of CBEDS Enrollment for previous years and the projected budget year.

# SANTEE SCHOOL DISTRICT

2022-23

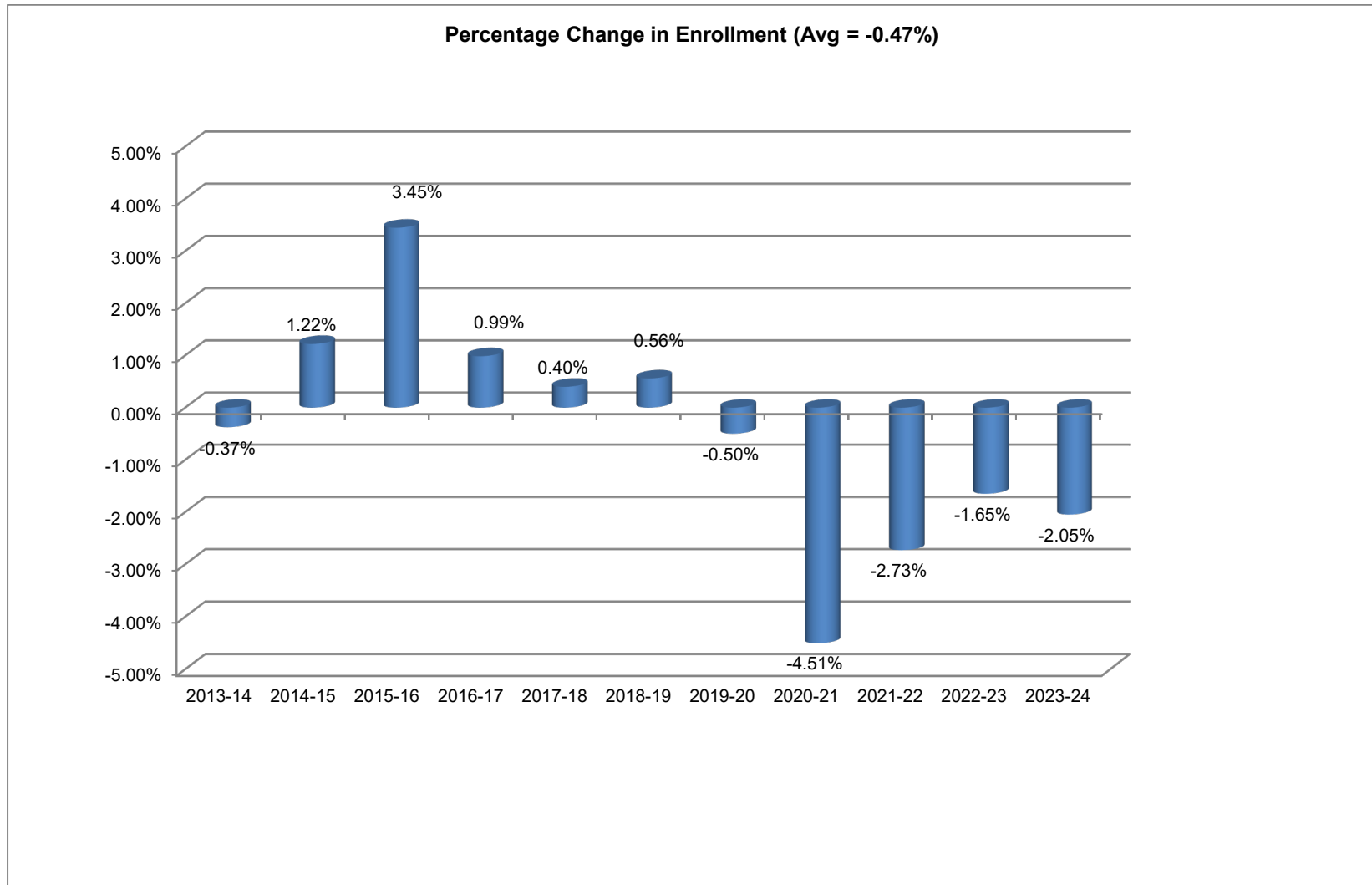
USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

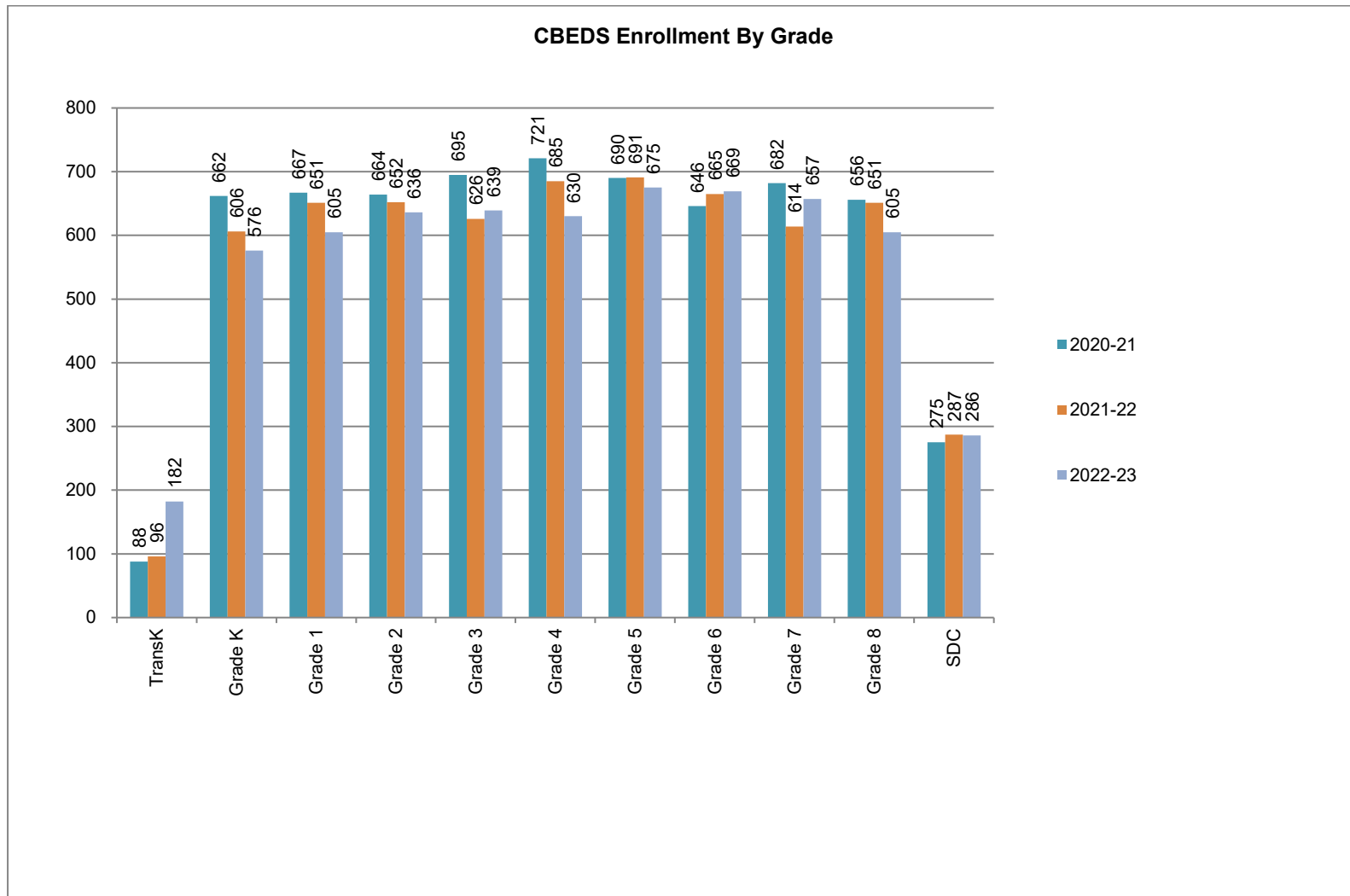
USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

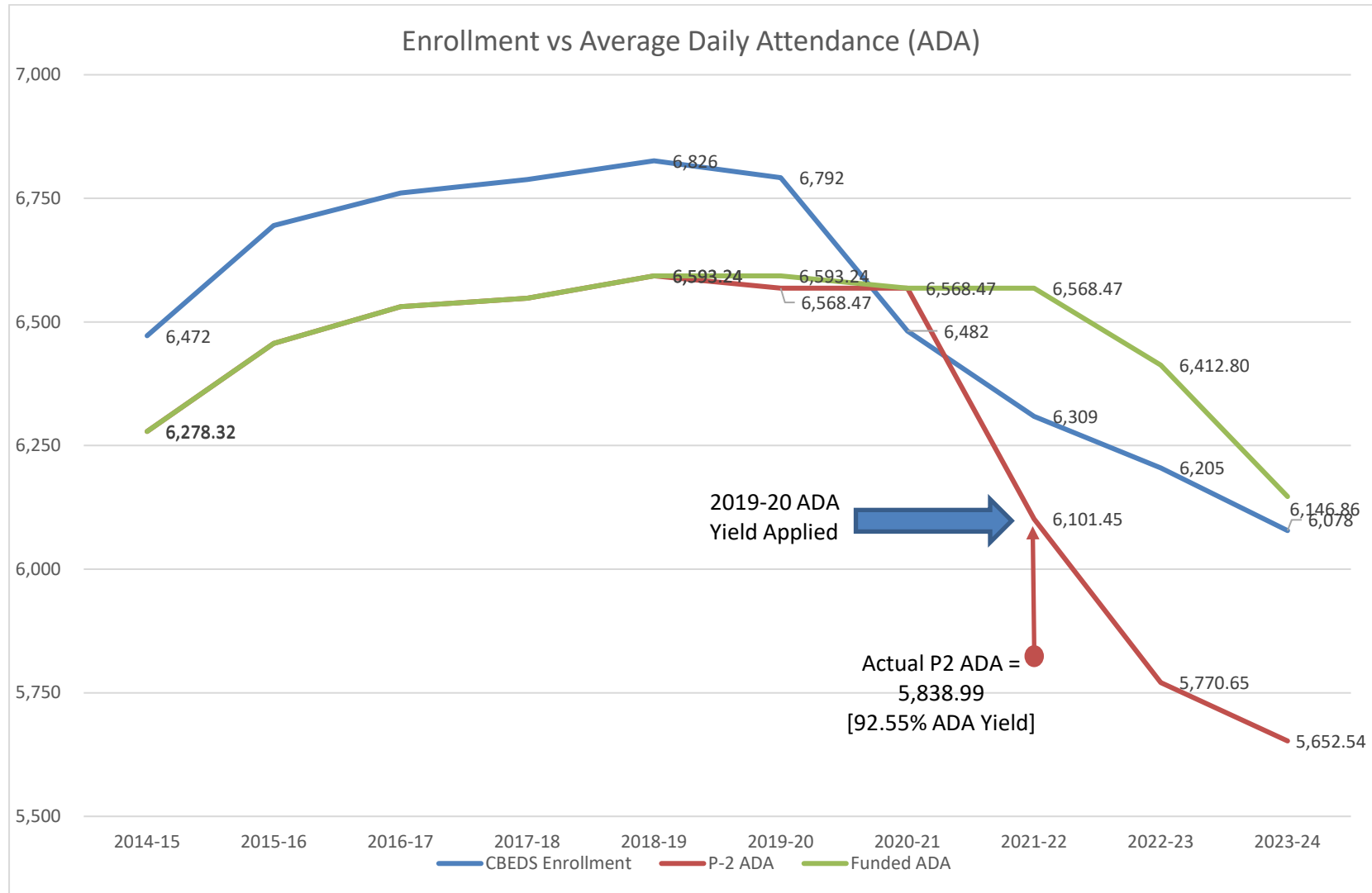
USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

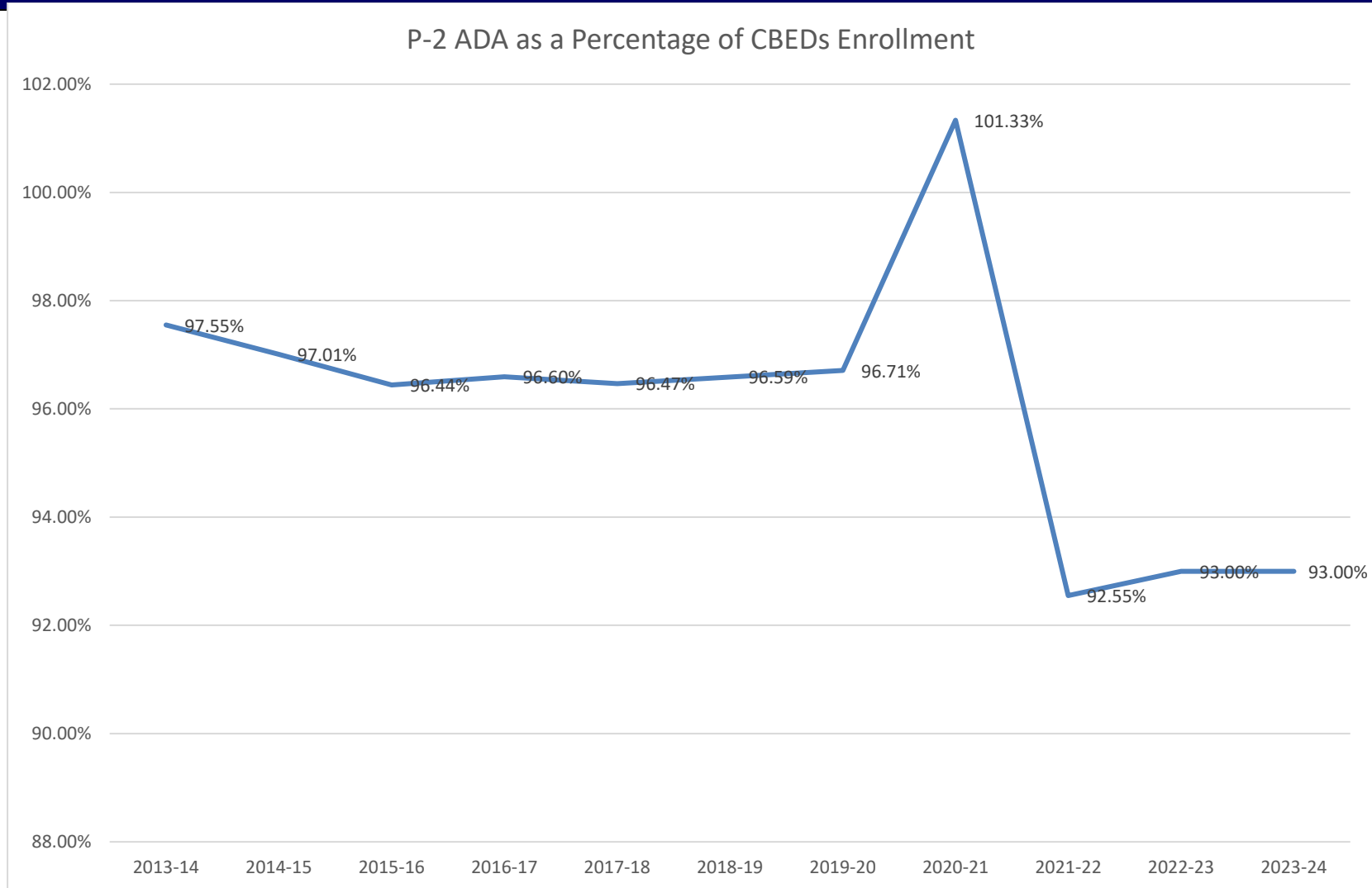
USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET





# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Fund Accounting

The District uses Fund Accounting methods, governed by the Governmental Accounting Standards Board (GASB), whereby funds are divided into separate “accounting entities,” each designating a separate and unique purpose for the monies accounted for within the fund. The funds currently maintained by the District and reported in the Adopted Budget are listed below:

Fund Number	Fund Description	Fund Purpose
1	General Fund	Reports the revenues and expenditures associated with the District’s general operations. This fund is sub-divided into Unrestricted and Restricted sources and uses.
8	Student Activity Fund	Reports the revenues and expenditures associated with student body (ASB) activities.
12	CDC/State Preschool Fund	Reports the revenues and expenditures associated with the District’s Federal and State funded child development and preschool program.
13	Cafeteria Fund	Reports the revenues and expenditures associated with the District’s Federal and State funded program for feeding students breakfast, lunch, and snacks.
14	Deferred Maintenance Fund	Reports the revenues and expenditures associated with the District’s contribution and the State’s match for performing major repairs and maintenance of facilities.
17	Special Reserve Other Than for Capital Outlay	Reports the revenues and expenditures associated with funds set aside by the Governing Board for economic uncertainties above the 3% required by law.
21	Building Fund	Reports the revenues and expenditures associated with General Obligation Bond proceeds.
25	Capital Facilities Fund	Reports the revenues and expenditures associated with the collection and use of Developer Fees and Former Redevelopment Agency Funds.
35	County School Facilities Fund	Reports the revenues and expenditures associated with monies received from the State School Facility Program for constructing and modernizing schools.
40	Special Reserve for Capital Outlay	Reports the revenues and expenditures associated with the District’s solar initiative, technology reserve, bus replacement reserve, and facility needs set-aside.
63	Enterprise Fund	Reports the revenues and expenditures associated with funds received from participants in the District’s Out of Schooltime Programs (Project SAFE and YALE Preschool).

# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## **Projected Revenues, Expenditures, and Changes To Fund Balance For All District Funds**

The tables on the next two pages are a snapshot of all District funds and the projected income, outgo, and change to the fund balance of each. Income includes funds received from outside sources (such as the Federal or State Government) as well as those received from other funds within the District. Outgo includes expenditures for salaries, benefits, books, equipment, debt service, and transfers to other funds within the District. It also includes indirect/direct costs credited to the Unrestricted General Fund and charged to other funds. This is usually done by calculating a percentage of the total expenditures of a special fund or restricted revenue source (this percentage is determined by the State and changes each year) and transferring these amounts to the Unrestricted General Fund. This essentially reimburses the Unrestricted General Fund (reduces its expenditures) for the administrative overhead costs incurred for the operation of the other funds or restricted revenue sources.

Outgo also includes a line item called “Contributions To Restricted Programs” which represents the amount the Unrestricted General Fund must supplement a Restricted Funding source in order for its revenue to equal its expenditures. Most programs within the District are required to be self-supporting (i.e. to make enough revenue to support their expenditures) but a few are not. These include Special Education and Routine Restricted Maintenance.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

LN#	Description	General Fund			Student Activity Fund 08	Child Dev Fund 12	Cafeteria Fund 13	Deferred Maint Fund 14	Special Reserve Fund 17	Special Reserve Fund 40	
		Unrest	Rest	Ttl							
1	<b>INCOME:</b>										
2	LCFF Sources	66,500,980	467,325	66,968,305		0	0	0			
3	Federal Revenue	75,000	5,753,663	5,828,663		0	1,506,626	0		16,546	
4	Other State Revenue	9,967,012	9,732,259	19,699,271		387,448	2,057,907	0			
5	Other Local Revenue	201,126	5,305,308	5,506,434		486	16,777	5,710	25,067	38,170	
6	Interfund Transfers In	0	0	0		0	0	500,000	1,500,000	1,695,065	
7	Other Sources	0	0	0		0	0	0	0	0	
8	<b>Total Income</b>	<b>76,744,118</b>	<b>21,258,554</b>	<b>98,002,673</b>	<b>0</b>	<b>387,934</b>	<b>3,581,310</b>	<b>505,710</b>	<b>1,525,067</b>	<b>1,749,781</b>	
9	<b>OUTGO:</b>										
10	Certificated Salaries	27,325,202	9,828,272	37,153,474		133,223					
11	Classified Salaries	7,377,639	6,288,288	13,665,927		114,796	1,124,036	0		0	
12	Employee Benefits	11,951,497	10,290,936	22,242,433		85,557	377,226	0		0	
13	Books and Supplies	1,722,078	2,731,275	4,453,353		122,401	2,233,109	0		3,070,780	
14	Services, Other Operating Expenses	3,841,054	3,623,323	7,464,377		4,550	120,469	852,760		51,469	
15	Capital Outlay	0	180,000	180,000		0	75,000	0		0	
16	Other Outgo	756,655	0	756,655		0		0		255,513	
17	Transfers of Indirect/Direct Costs	-1,667,694	1,561,487	-106,207		4,807	101,400				
18	Interfund Transfers Out	3,236,223	500,000	3,736,223					0		
19	Other Uses	0	0	0							
20	Contributions to Restricted Programs	13,703,914	-13,703,914	0		0	0				
21	<b>Total Outgo</b>	<b>68,246,569</b>	<b>21,299,666</b>	<b>89,546,235</b>	<b>0</b>	<b>465,334</b>	<b>4,031,240</b>	<b>852,760</b>	<b>0</b>	<b>3,377,762</b>	
22	<b>Change in Fund Balance</b>	<b>8,497,550</b>	<b>-41,112</b>	<b>8,456,437</b>	<b>0</b>	<b>-77,400</b>	<b>-449,930</b>	<b>-347,050</b>	<b>1,525,067</b>	<b>-1,627,981</b>	
23	Projected Beginning Fund Balance	22,688,577	3,242,091	25,930,668	21,859	114,488	1,862,316	865,879	3,155,071	6,677,309	
24	<b>Projected Ending Fund Balance</b>	<b>31,186,127</b>	<b>3,200,979</b>	<b>34,387,105</b>	<b>21,859</b>	<b>37,088</b>	<b>1,412,386</b>	<b>518,829</b>	<b>4,680,138</b>	<b>5,049,328</b>	
25	Committed Fund Balance	21,877,196	0	21,877,196				518,829	4,680,138		
26	Non-Spendable Fund Balance	517,886		517,886			148,206				
27	Restricted Fund Balance	0	3,200,979	3,200,979	21,859	37,088	1,264,181			5,049,328	
28	Assigned Fund Balance	0		0							
29	Unassigned - Economic Uncertainty	2,686,387	0	2,686,387							
30	<b>Remaining Unassigned</b>	<b>6,104,657</b>	<b>0</b>	<b>6,104,657</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
								<b>Inst Mtls:</b>	3,102,603	<b>Solar:</b>	122,074
								<b>Furn:</b>	1,577,536	<b>Tech:</b>	3,234,939
										<b>Vehcle:</b>	682,496
										<b>Facly:</b>	1,009,819

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

LN#	Description	Building Fund 21	Capital Facilities Fund 25	County School Facilities Fund 35	Enterprise Fund 63	Yale	Project SAFE
1	<b>INCOME:</b>						
2	LCFF Sources						
3	Federal Revenue						
4	Other State Revenue						
5	Other Local Revenue	0	686,404		1,768,457	574,976	1,193,481
6	Interfund Transfers In	0	0		41,158	41,158	0
7	Other Sources	0	0		0		0
8	<b>Total Income</b>	<b>0</b>	<b>686,404</b>	<b>0</b>	<b>1,809,615</b>	<b>616,134</b>	<b>1,193,481</b>
9	<b>OUTGO:</b>						
10	Certificated Salaries				0		0
11	Classified Salaries		0		975,269	350,006	625,263
12	Employee Benefits		0		463,675	162,952	300,723
13	Books and Supplies	0	0		159,884	57,529	102,355
14	Services, Other Operating Expenses	0	16,438		128,173	45,647	82,526
15	Capital Outlay	0	0				
16	Other Outgo		641,133				
17	Transfers of Indirect/Direct Costs						
18	Interfund Transfers Out	0	0		0		0
19	Other Uses				0		
20	Contributions to Restricted Programs						
21	<b>Total Outgo</b>	<b>0</b>	<b>657,571</b>	<b>0</b>	<b>1,727,001</b>	<b>616,134</b>	<b>1,110,867</b>
22	<b>Change in Fund Balance</b>	<b>0</b>	<b>28,833</b>	<b>0</b>	<b>82,614</b>	<b>0</b>	<b>82,614</b>
23	Projected Beginning Fund Balance	0	4,790,108	0	917,766	0	917,765
24	<b>Projected Ending Fund Balance</b>	<b>0</b>	<b>4,818,940</b>	<b>0</b>	<b>1,000,380</b>	<b>0</b>	<b>1,000,379</b>
25	Committed Fund Balance						
26	Non-Spendable Fund Balance						
27	Restricted Fund Balance	0	4,179,179	0	0	0	
28	Assigned Fund Balance		639,761		1,000,379		1,000,379
29	Unassigned - Economic Uncertainty						
30	<b>Remaining Unassigned</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
		<i>Dev Fees:</i>	242,104				
		<i>Fmr RDA:</i>	639,761				
		<i>Land:</i>	3,937,077				

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Projected Ending General Fund Balance

The projected ending fund balance is the accumulation of the differences between revenues and expenditures in previous years, the current year, and the budget year. Since the current year is not closed prior to development of the Adopted Budget, the ending fund balance for the current year is estimated based on the latest financial data and becomes the basis for the beginning fund balance in the budget year. Therefore, this balance is subject to change once the books are closed for the year.

A good indicator of financial health is the percentage of expenditures the District maintains in its ending fund balance. The higher this percentage, the more “cushion” the District has to guard against unexpected fluctuations in revenues or expenditures. Some portions of the ending funding balance must be reserved for specific purposes and are therefore considered non-discretionary. An analysis of Ending Fund Balances and components of it are presented in the following two pages:

1. Total Ending General Fund Balance as a Percentage of Total General Fund Outgo/Expenditures
2. Unrestricted General Fund Balance as a Percentage of Total Unrestricted General Fund Outgo/Expenditures
3. Analysis of Components of General Fund Balances

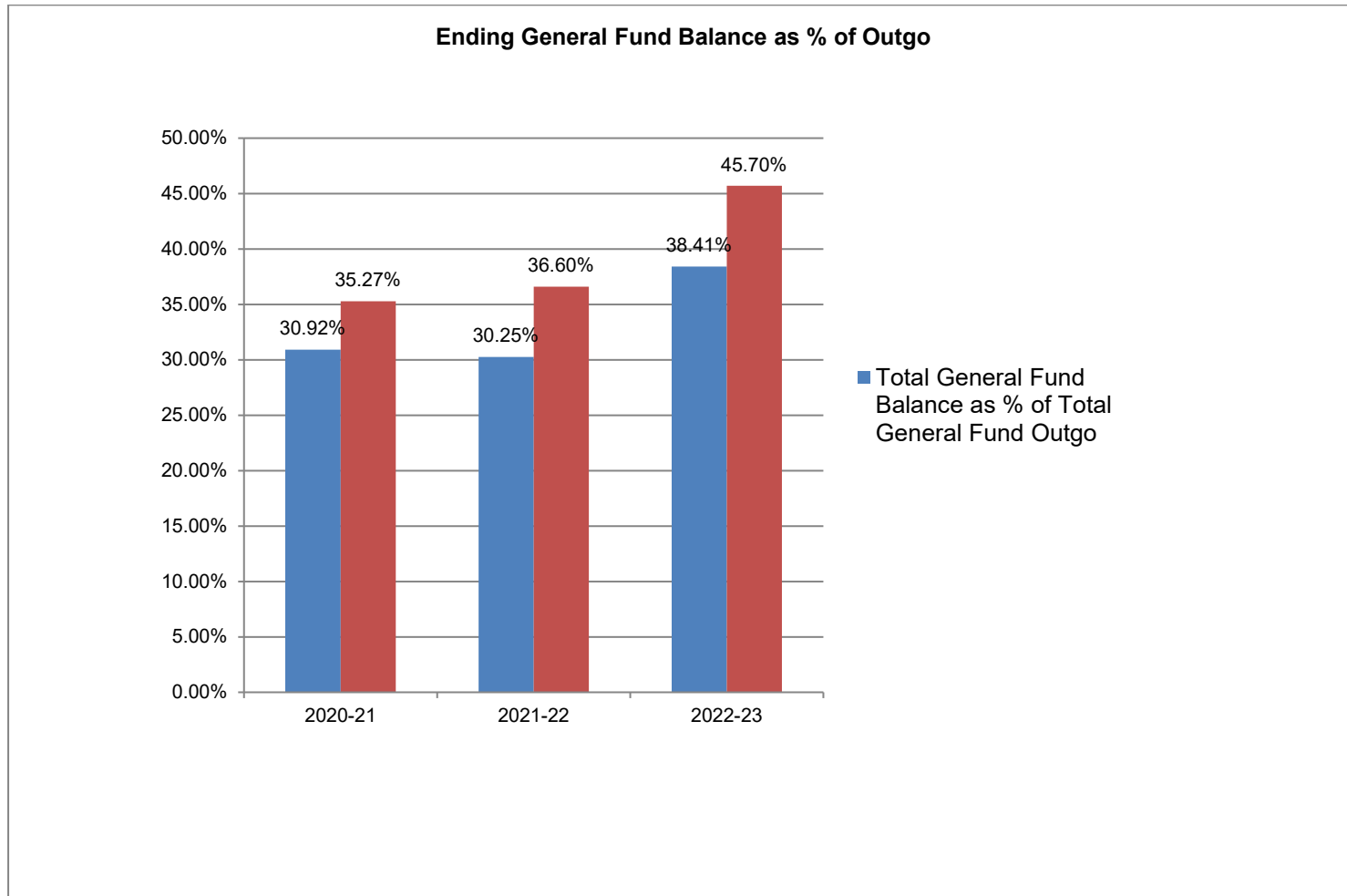
On March 11, 2009, the Governmental Accounting Standards Board (GASB) issued Statement No. 54 which takes effect for financial statements for fiscal years issued after June 15, 2010. The purpose of this new accounting requirement is to enhance the usefulness of fund balance information by providing clearer classifications. GASB 54 incorporates the following five categories of fund balance:

- **Non-Spendable Fund Balance** - Amounts that are not in a spendable form or are required to be maintained intact. Examples are inventory, pre-paid expenses, and revolving cash fund amounts.
- **Restricted Fund Balance** – Amounts that can be spent only for the specific purposes stipulated by external resource providers (such as grantors), or enabling legislation. Restrictions may be changed or lifted only with the consent of the resource providers.
- **Committed Fund Balance** - Amounts subject to internal constraints self-imposed by the District’s highest level of decision making authority. Commitments may be changed or lifted only by the Board of Education taking the same formal action that imposed the constraint originally.
- **Assigned Fund Balance** – Amounts the District intends to use for a specific purpose. Assignments may be established by the governing board or by a designee of the Board. Examples include site carry-overs and accrued vacation.
- **Unassigned Fund Balance** – Amounts representing the residual balance in the General Fund that has not been assigned to other funds and that are not in the other classifications. The Reserve For Economic Uncertainty falls into this classification.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

Components of Ending General Fund Balance and Other Reserves

Description	Discretionary?	2022-23		2021-22		2020-21	
		% of Outgo	\$ Amt	% of Outgo	\$ Amt	% of Outgo	\$ Amt
Economic Uncertainty Reserve	No	3.00%	2,686,387	3.00%	2,571,709	3.00%	2,287,263
Non-Spendable	No	0.58%	517,886	0.61%	517,886	0.68%	517,886
Committed	No	24.44%	21,877,196	0.00%	0	0.00%	0
Restricted/Categorical Carry-Overs	No	3.58%	3,200,979	3.79%	3,242,091	3.35%	2,548,151
Assigned for Vacation Carry-over	No	0.00%	0	0.56%	474,800	0.63%	474,800
Assigned for School/Dept Budget Carryovers	No	0.00%	0	0.00%	0	0.52%	391,443
Fund 17 Reserve	Yes	0.00%	0	3.69%	3,155,071	4.13%	3,147,678
Unassigned/Unappropriated	Yes	6.82%	6,104,657	22.31%	19,124,183	22.67%	17,281,525
<b>Total Fund Balances and Reserves</b>		<b>38.41%</b>	<b>34,387,105</b>	<b>33.93%</b>	<b>29,085,739</b>	<b>34.96%</b>	<b>26,648,746</b>

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## General Fund Set-Asides and Commitments

Fund	Purpose	Type	Qty in Years	Applicability	2022-23			
					Beginning Balance	Additions	Deductions	Ending Balance
FUND 01	Compensated Absences	Commitment	1	Accumulated Vacation Balances	\$0	\$474,800		\$474,800
	COPS Debt Service	Commitment	10	Next 10 Years of Debt Service Payments	\$0	\$8,870,956		\$8,870,956
	Other Post Employment Retirement Benefits	Commitment	5	Next 5 Years of OPEB Expense	\$0	\$4,250,082		\$4,250,082
	P&L Insurance and Utilities Cost Increases	Commitment	5	Next 5 Years of Estimated Cost Increases	\$0	\$1,584,260		\$1,584,260
	Retirement Systems, Statutory Benefits, and Hlth Benefit Cost Increases	Commitment	5	Next 5 Years of Estimated Cost Increases	\$0	\$308,093		\$308,093
	Step & Column Cost Increases	Commitment	5	Next 5 Years of Estimated Cost Increases	\$0	\$3,793,119		\$3,793,119
	Increases to Contributions to RRMA and Special Education	Commitment	4	Next 4 Years of Estimated Cost Increases	\$0	\$2,595,886		\$2,595,886
	<b>FUND 01 TOTAL</b>					<b>\$0</b>	<b>\$21,877,196</b>	<b>\$0</b>
FUND 14	Deferred Maintenance Projects	Commitment		Ending Balance (Already Committed)	\$865,879	\$505,710	\$852,760	\$518,829
	<b>FUND 14 TOTAL</b>					<b>\$865,879</b>	<b>\$505,710</b>	<b>\$852,760</b>
FUND 17	Instructional Materials and Textbook Adoptions	Commitment		As determined at Budget Adoption	\$1,577,536	\$1,525,067	\$0	\$3,102,603
	Classroom Furniture Replacement and Enhancement	Commitment		As determined at Budget Adoption	\$1,577,536			\$1,577,536
	<b>FUND 17 TOTAL</b>					<b>\$3,155,071</b>	<b>\$1,525,067</b>	<b>\$0</b>
FUND 40	Technology Equipment	Set-Aside		Resource 9010-900	\$4,779,632	\$1,526,087	\$3,070,780	\$3,234,939
	Vehicle Purchase and Replacement	Set-Aside		Resource 9010-901	\$732,310	\$4,605	\$54,419	\$682,496
	Facilities Needs Not Funded by Other Mechanisms	Set-Aside		Resource 9010-902	\$1,003,266	\$6,553	\$0	\$1,009,819
	Solar Project	Set-Aside		Resource 9010-745	\$162,101	\$212,536	\$252,563	\$122,074
	<b>FUND 40 TOTAL</b>					<b>\$6,677,309</b>	<b>\$1,749,781</b>	<b>\$3,377,762</b>

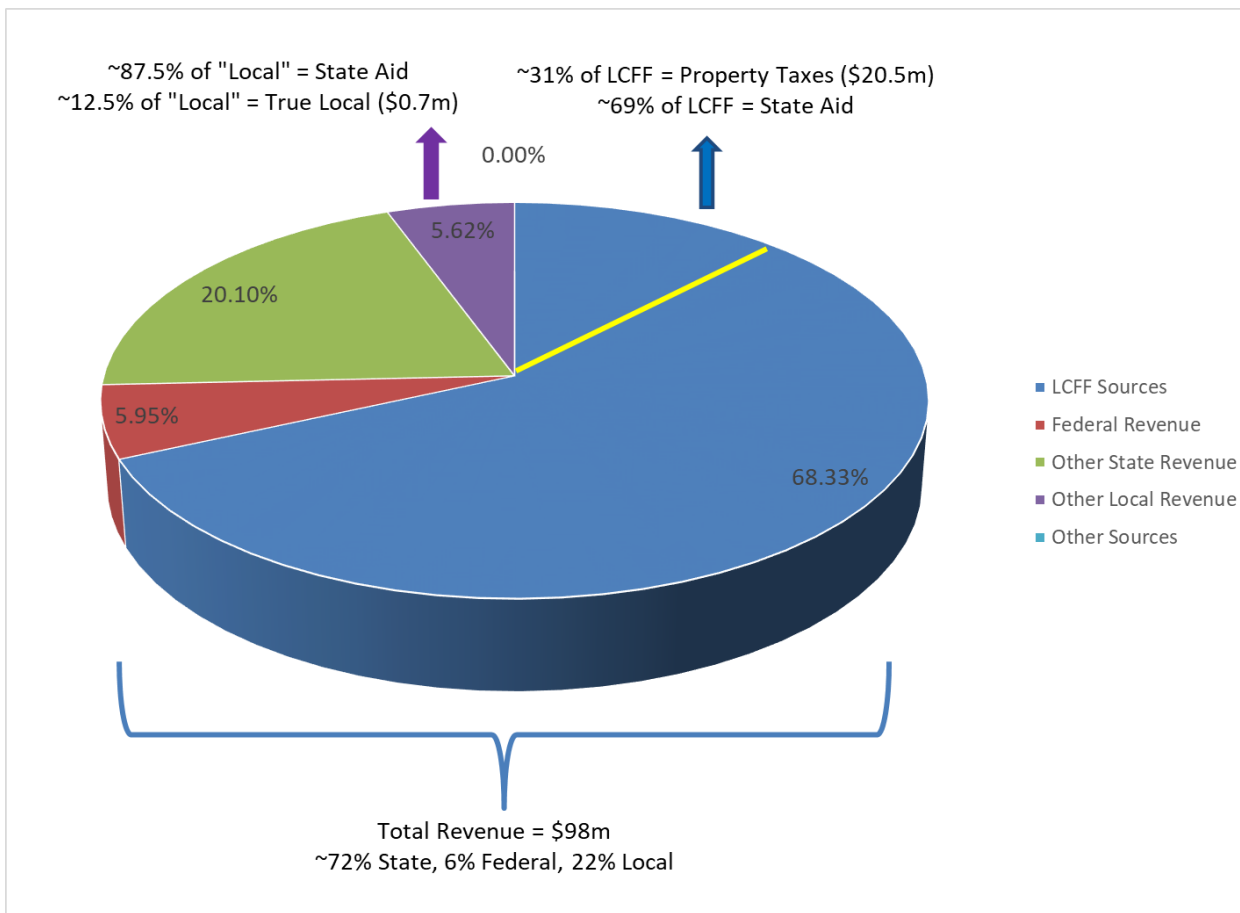


# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## General Fund Sources Of Money



The adjacent chart depicts the relative amounts of the various sources of funds available for use in the General Fund for the budget year. These sources are:

1. **LCFF Sources** – those monies received for the attendance of students through the Local Control Funding Formula. This money is derived from a dollar amount, which is adjusted each year, multiplied by average daily attendance or ADA (the average number of students in attendance on any one day) and is funded by local property taxes and State income taxes, corporate taxes, and sales taxes.
2. **Federal Revenue** – those monies received from the Federal Government.
3. **Other State Revenue** – non-LCFF monies received from the State for other programs commonly referred to as Categorical Programs.
4. **Other Local Revenue** – monies received from local sources other than Property Taxes.
5. **Other Sources** – those monies received from sources other than those listed above.

# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## Revenue Categories

The table on the next page depicts the categorization of the various revenues to be received in the General Fund based on their allowed use and their expected duration. Unrestricted revenue sources are those that the District has discretion over using for any expenditure allowed by law. Restricted revenues are those that are designated to be used only for specific purposes or only on a designated population, as stipulated by the grantor or donor. On-going monies are those that can reasonably be expected to continue at about the same level or higher in future years. One-time monies are designated as such for one of four reasons:

- The funds are only given once by the grantor or donor with no obligation or commitment to continue the funding.
- The funds are subject to such volatility that their amount from year to year is relatively uncertain.
- The funding stream is expected to end in the near future.
- The funds are only released as the result of a competitive grant for which an application must be submitted and approved.

In general, it is not financially prudent to use one-time monies to fund on-going expenditures, such as salaries and benefits, unless the positions that are funded by the source will end at the same time the revenue stream ends.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

Q1: Unrestricted/On-Going Revenue		Q2: Unrestricted/One-Time Revenue		Q3: Restricted/On-Going Revenue		Q4: Restricted/One-Time Revenue	
Description	Amount	Description	Amount	Description	Amount	Description	Amount
State Aid LCFF	46,479,746	Mandated Cost Reimbursement	8,758,485	Title I	591,079	Tobacco Use Prevention	35,792
Prop Taxes LCFF	20,021,234	Other Local Revenue	0	IDEA Lcl Ent P194-142	1,468,513	McKinney Vento Homeless Grant	32,000
M&O PL 81-879	50,000			IDEA Preschl	81,373	ARP Homeless Consortium	45,237
MAA	25,000			IDEA Prschl Staff Dev	635	ARP Homeless for LEA	50,556
Lottery	995,342			Title II Tchr Quality	129,333	ESSER III General	2,253,993
CAASP Testing	0			Title III Imm Ed	0	ESSER III Learning Loss	754,175
Mandated Cost Block Grant	213,185			Title III LEP	70,317	ESSER III Expanded Learning Opp	154,698
Interest Earnings	80,000			Prop 20 Lottery	396,916	Spec Ed Dispute Resolution	16,772
Other Local Revenue	121,126			Special Education From SELPA	4,817,140	Spec Ed Learning Recovery	253,720
				Special Education Prop Taxes	467,325	DODEA Project Resilience	100,171
				Special Ed- Low Incidence	91,216		
				Special Ed Prop 98 Mental Health	479,143		
				Special Ed Federal Mental Health	21,580		
				Special Ed-Preschool	0		
				ASES from SDCOE Consortium	296,952		
				ASES Parent Fees	0		
				Medi-CAL Reimbursement	100,000		
				Expanded Lrng Opprnty Program	4,380,046		
				STRS On-Behalf Payments	4,169,873		
<b>Total Quadrant 1 Revenue</b>	<b>67,985,633</b>	<b>Total Quadrant 2 Revenue</b>	<b>8,758,485</b>	<b>Total Quadrant 3 Revenue</b>	<b>17,561,441</b>	<b>Total Quadrant 4 Revenue</b>	<b>3,697,114</b>
		<b>Total Unrestricted Revenue:</b>	<b>76,744,118</b>			<b>Total Restricted Revenue:</b>	<b>21,258,554</b>

# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## **Local Control Funding Formula**

Starting in 2013-14, the State implemented a new funding distribution system for K-12 public education. The previous system used a calculation of the Revenue Limit, which was a school district's major source of Unrestricted revenue stemming from student attendance, and various Categorical Programs, the funding for which was to be spent on specified types of expenditures or populations of students. Over time, according to the Governor, the system became complex, inequitable, and too reliant upon State direction over the use of school district resources. To remedy this situation, the Governor and Legislature combined Revenue Limit funding and most Categorical Programs into one funding stream called the Local Control Funding Formula or LCFF.

The LCFF distributes funds to school districts based on a calculation of Base Grants, which vary by grade span; Supplemental Grants for the unduplicated count of English Language Learners, students qualifying for free or reduced priced meals, or Foster Youth students; and Concentration Grants for school districts with populations of Supplemental students exceeding 55% of total enrollment. For those districts that previously received funding for Transportation and Targeted Instructional Improvement Grants, these amounts became separate add-ons to the LCFF formula.

The LCFF established a target funding level to reach in 2020-21 based on the foregoing calculation and then compares that amount to the amount of funding a school district received in the prior year. The difference is to be funded in annual increments to the extent of additional available State General Funds each year. In 2018-19, the LCFF became fully funded, thereby reaching the target two years ahead of schedule.

Use of LCFF funds is governed by a document called the Local Control Accountability Plan (LCAP). The LCAP is essentially a strategic planning document which links financial resources to a district's goals and objectives. School districts are required to adopt an LCAP once every three years and to update it annually. The LCAP development process involves a significant amount of stakeholder input to help inform decision-making for the formation of Goals and Action Steps to increase or improve services for all students. Supplemental funds from the LCFF are to be targeted to specific sub-groups to demonstrate an increase or improvement of services over and above that provided for all students.

The District's LCAP can be accessed on the home page of its website at [www.santeesd.net](http://www.santeesd.net).

The table on the following page contains the details of the LCFF calculation and estimated funding for the budget year:

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

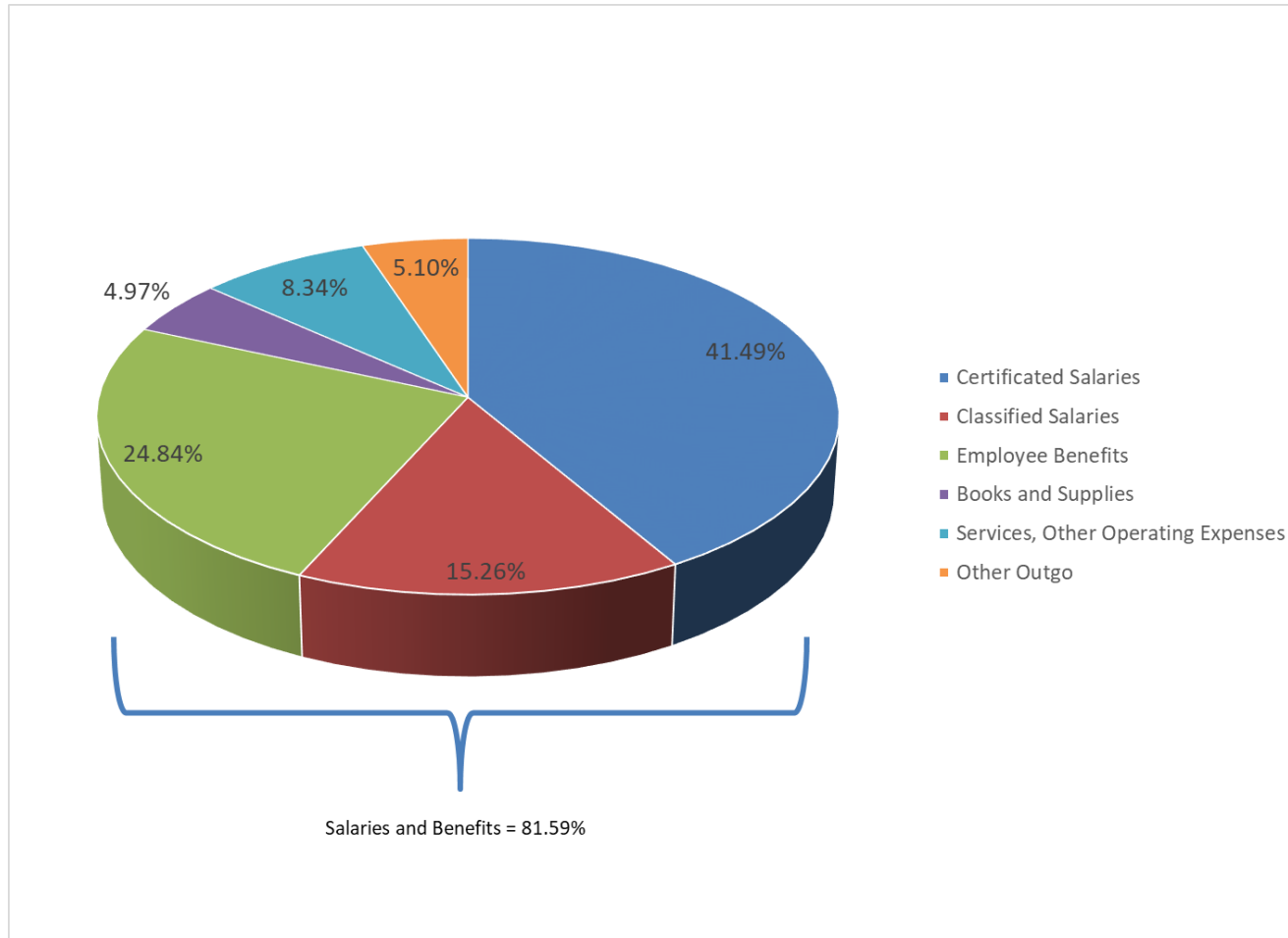
2022-23		Grade Spans				Total
Factor	Component	TK(INFO)	TK-3	4-6	7-8	
<b>Base Grant</b>	Prior Year Base Grant		\$8,093.00	\$8,215.00	\$8,458.00	
	COLA		9.84800%	9.84800%	9.84800%	
	Adjusted		\$8,890.00	\$9,024.00	\$9,291.00	
<b>Augmentations</b>	TK-3 CSR	\$2,813.00	\$925.00			31.64%
<b>Supplemental</b>	EL Student Counts CBEDs					565
	F/R Student Counts CBEDs					2,163
	EL not F/R Counts CBEDs					133
	Total Estimated Unduplicated Count for Supplemental					2,296
	Current Year CBEDs Enrollment					6,205
	Estimated % of Population for Supplemental					37.58%
	Supplement to Base Amount per Student		\$1,963.00	\$1,804.80	\$1,858.20	20.00%
	Supplement to Base Weighted for District		\$737.62	\$678.18	\$698.24	
<b>Concentration</b>	Per Student Increase for Concentration Factor		\$6,380.00	\$5,866.00	\$6,039.00	65.00%
	Estimated Supplemental student count over 55% of population					0
<b>Total</b>	Per Student Grant	\$2,813.00	\$10,552.62	\$9,702.18	\$9,989.24	
<b>ADA</b>	Total	170.19	2,937.29	2,134.28	1,341.23	6,412.80
<b>Entitlement Funding</b>	Base Grant		26,112,508	19,259,743	12,461,368	57,833,619
	Supplemental		2,166,615	1,447,421	936,505	4,550,541
	Concentration		0	0	0	0
	K-3 CSR (2020-21 Target = 24:1)	478,744	2,716,993			3,195,738
	Sub-Total	478,744	30,996,116	20,707,164	13,397,873	65,579,898
<b>Add-Ons</b>	Home to School Transportation					358,105
	TIIG					576,547
	Adjustment					(13,569)
<b>Total</b>	<b>Total Estimated 2022-23 Target</b>			<b>Per ADA:</b>	<b>\$10,370.04</b>	<b>66,500,980</b>
<b>Current Funding</b>	Prior Year LCFF Funding (Adjusted for ADA changes)					61,772,843
	Difference					4,728,137
	Adjustment					
	100.00%	Estimated 2022-23 LCFF Funding Increase			7.65%	4,728,137
	Estimated 2022-23 Total LCFF Funding					66,500,980

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## General Fund Uses Of Money



The adjacent chart depicts the relative amounts of the various uses of funds in the General Fund for the budget year. These uses are:

1. **Certificated Salaries** – payments to employees whose jobs require State certification or credentials.
2. **Classified Salaries** – payments to employees whose jobs do not require State certification or credentials.
3. **Employee Benefits** – payments for benefits required by law or voluntarily provided by the District. This includes contributions to retirement programs, social security and medicare, State unemployment insurance, worker’s compensation for work-related injuries, and health and welfare programs.
4. **Books and Supplies** – payments to vendors for the purchase of textbooks, library books, and supplies used for instruction or in offices.
5. **Services, Other Operating Expenses** – payments to vendors for professional or contracted services, utilities, phones, and insurance.
6. **Capital Outlay** – payments to vendors for the purchase of equipment, facilities, or facility upgrades costing \$5,000 or more per item.
7. **Other Outgo** – payments for debt service or transfers to other funds.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Certificated Staffing

The table below depicts the projected certificated staffing levels for the budget year:

School	General Education									2021-22 Special Education				2022-23 Special Education				Principals		Vice Principals		Other <sup>3</sup>			
	2021-22 TK-8 Gen Ed	2022-23 TK-8 Gen Ed	Buffer	2022-23 Budget					EAK	LA Spec/ IRTs	Other <sup>1</sup>	SDC	RSP	SLP	Other <sup>2</sup>	SDC	RSP	SLP	Other <sup>2</sup>	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
	TK-8 Gen Ed	Diff		Lrng Recvry																					
Cajon Park	35.00	31.00	1.00	32.00	(3.00)	2.00		2.00	0.50		5.00	2.50	2.00	0.00	5.00	2.50	2.00	0.00	1.00	1.00	1.00	1.00			
Carlton Hills	24.00	21.00		21.00	(3.00)	1.00	1.00	1.50			4.00	2.00	2.00	0.00	5.00	2.00	3.00	0.00	1.00	1.00	1.00	1.00			
Carlton Oaks	32.00	32.00		32.00	0.00	2.00		2.00	0.50		5.00	3.50	2.00	0.00	6.00	3.50	2.00	0.00	1.00	1.00	1.00	1.00			
Chet F Harritt	24.00	24.00		24.00	0.00	1.00	1.00	1.50			2.00	2.00	1.00	0.00	2.00	2.00	1.00	0.00	1.00	1.00	1.00	1.00			
Hill Creek	29.00	26.00	1.00	27.00	(2.00)	1.00	1.00	2.00			2.00	2.00	1.00	0.00	2.00	2.00	1.00	0.00	1.00	1.00	1.00	1.00			
Pepper Drive	32.00	28.00	1.00	29.00	(3.00)	2.00		2.00			0.00	3.00	1.00	0.00	0.00	3.00	1.00	0.00	1.00	1.00	1.00	1.00			
PRIDE Academy	25.00	24.00		24.00	(1.00)	1.00	1.00	1.50			0.00	1.50	1.00	0.00	0.00	1.50	1.00	0.00	1.00	1.00	1.00	1.00			
Rio Seco	37.00	35.00	1.00	36.00	(1.00)	3.00		2.00	0.50		5.00	4.00	2.00	0.00	5.00	4.00	2.00	0.00	1.00	1.00	1.00	1.00			
Sycamore Canyon	15.00	14.00		14.00	(1.00)	0.00	1.00	1.50	0.50		8.00	1.50	4.00	0.00	8.00	1.50	4.00	0.00	1.00	1.00	0.00	0.00			
<b>Sub-Total</b>	<b>253.00</b>	<b>235.00</b>	<b>4.00</b>	<b>239.00</b>	<b>(14.00)</b>	<b>13.00</b>	<b>5.00</b>	<b>16.00</b>	<b>2.00</b>		<b>31.00</b>	<b>22.00</b>	<b>16.00</b>	<b>0.00</b>	<b>33.00</b>	<b>22.00</b>	<b>17.00</b>	<b>0.00</b>	<b>9.00</b>	<b>9.00</b>	<b>8.00</b>	<b>8.00</b>	<b>0.00</b>	<b>0.00</b>	
Superintendent					0.00																		1.00	1.00	
Santee Success Program	1.00	1.00		1.00	0.00																				
Alternative Education	3.00	1.00		1.00	(2.00)						1.00														
Special Education Centralized					0.00								11.00				11.00						2.00	2.00	
Human Resources/ Pupil Services					0.00																		2.00	2.00	
Education Services					0.00				12.00														4.00	4.00	
<b>Grand-Total</b>	<b>257.00</b>	<b>237.00</b>	<b>4.00</b>	<b>241.00</b>	<b>(16.00)</b>	<b>13.00</b>	<b>5.00</b>	<b>16.00</b>	<b>14.00</b>		<b>32.00</b>	<b>22.00</b>	<b>16.00</b>	<b>11.00</b>	<b>33.00</b>	<b>22.00</b>	<b>17.00</b>	<b>11.00</b>	<b>9.00</b>	<b>9.00</b>	<b>8.00</b>	<b>8.00</b>	<b>9.00</b>	<b>9.00</b>	
<b>District Total Non-Management Certificated FTE:</b>																			<b>359.00</b>	<b>District Total Certificated Management FTE:</b>				<b>26.00</b>	

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Significant Position Changes

Action	Annual Cost	Source
Add 2 SDC Teachers	\$ 182,926	LCFF Base
Add 2 Admin Interns	\$ 182,926	LCFF Supplemental
Add 1 Craftsworker III	\$ 88,201	RRMA
Add 1 Curriculum Resource Teacher	\$ 91,286	Special Ed COVID Learning Loss Funds
Add 1 Curriculum Resource Teacher	\$ 91,286	Educator Effectiveness Funds
Maintain 7 additional Intervention Resource Teachers (IRTs) for an additional year	\$ 795,026	50% ELOP; 50% ESSER III
Add 2 Regional Leaders	\$ 147,493	ELOP Funds
Add 1 Personnel Technician	\$75,476	ELOP Funds
Eliminate 2 grant funded temporary Counselors	\$ (187,736)	ESSER II Funds
Add 1 Social Worker/Counselor for Homeless Liaison	\$ 134,508	Homeless Grants
Add 1 Counselor for a total of 8.0 FTE allocated to schools	\$ 93,868	LCFF Supplemental
Re-Purpose 8 of the 14 Gen Ed Instructional Assistants used in 2021-22 for learning recovery to TK Expansion	\$ 232,739	From Expanded Lrng Opp Grant to New TK Funds in LCFF
<b>Total</b>	<b>\$ 1,928,000</b>	



# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## Statutory Benefit Rates

Salary and benefit costs are the largest portion of the District's expenditures. In addition to health and welfare benefits, the District is required to contribute to various entities, as a percentage of payroll, for benefits set in law. These are called Statutory Benefits. Below are the projected rates (as a percentage of salary) for the prior year, the budget year, and estimates for the subsequent years of the Multi-Year Projection:

<b>Statutory Benefit</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
STRS (State Teachers Retirement System)	16.92000%	19.10000%	19.10000%	19.10000%
PERS (Public Employees Retirement System)	22.91000%	25.37000%	25.20000%	24.60000%
FICA (Social Security)	6.20000%	6.20000%	6.20000%	6.20000%
ARS (Alternative Retirement System to Social Security)	1.30000%	1.30000%	1.30000%	1.30000%
MEDI (Medicare)	1.45000%	1.45000%	1.45000%	1.45000%
SUI (State Unemployment Insurance)	0.50000%	0.50000%	0.50000%	0.50000%
W/Comp (Workers Compensation Insurance)	2.19000%	1.90000%	2.00000%	2.10000%

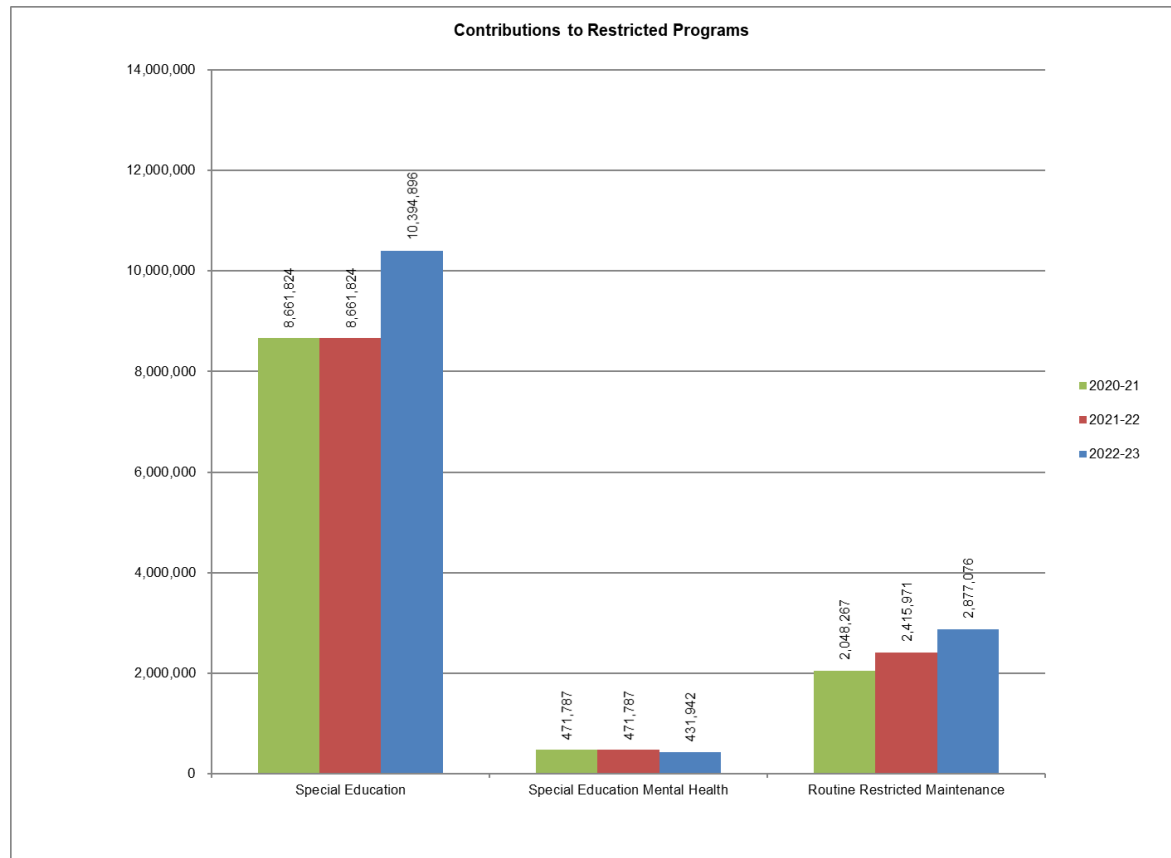
# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Contributions To Restricted Programs By The Unrestricted General Fund

The programs, or restricted funds, that do not receive enough revenue from sources outside of the District to pay all of their expenditures are depicted on the chart below. The difference between revenue received for these programs and total expenditures is paid from the Unrestricted General Fund and is sometimes referred to as “Contributions to Restricted Programs.” In the case of Routine Restricted Maintenance, this contribution amount is set by law with specified set-aside requirements. For this year the requirement is 3% of total general fund outgo.



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Interfund Transfers

Transfers between funds of the District are transfers of cash in order to accomplish certain purposes. Below are the interfund transfers included in the Adopted Budget and planned for the subsequent two years:

From Fund	To Fund	Purpose	Budget Year Amount	Year+1 Amount	Year+2 Amount
Fund 17: Special Reserve	Fund 1: General		0	0	0
<b>Total Interfund Transfers In:</b>			<b>0</b>	<b>0</b>	<b>0</b>
Fund 1: General	Fund 13: Cafeteria Fund	Unpaid Meal Accounts	0	0	0
Fund 1: General	Fund 17: Special Reserve	Futiure Instructional Materials Purchases	1,500,000	0	0
Fund 1: General	Fund 17: Special Reserve	Future Classroom Furniture Purchases	0	0	0
Fund 1: General	Fund 40: Capital Outlay	Technology Equipment Replacement Reserve	1,500,000	500,000	500,000
Fund 1: General	Fund 40: Capital Outlay	Hill Creek Solar Project Debt Service	170,065	176,868	183,943
Fund 1: General	Fund 40: Capital Outlay	Solar Project Inverter Replacement Set-Aside	25,000	25,000	25,000
Fund 1: General	Fund 40: Capital Outlay	Facilities Needs Not Covered by RRMA, Deferred Maintenance, GO Bond, or Capital Facilities Fund	0	0	0
Fund 1: General	Fund 40: Capital Outlay	Maintenance/Replacement Reserve for Video Surveillance and Electronic Lock Systems			
Fund 1: General	Fund 63: Enterprise Fund	Contribution to YALE Preschool	41,158	50,000	50,000
<b>Total Interfund Transfers Out - Unrestricted General Fund:</b>			<b>3,236,223</b>	<b>751,868</b>	<b>758,943</b>
Fund 1: General RRMA	Fund 14: Deferred Maintenance	Major repair/replacement of building and grounds components	500,000	500,000	500,000

# SANTEE SCHOOL DISTRICT

**2022-23**

**USER FRIENDLY BUDGET**

## School Budget Allocations

The table below depicts budget allocations to schools from various sources. The LCFF allotment uses a similar calculation as the district level Local Control Funding Formula allocating proportionately more funds to schools with higher populations of low socio-economic, English Learner, and Foster Youth students. Title 1 is a federal program to serve disadvantaged students. Prop 20 Lottery funds can only be used for instructional materials:

School	LCFF 0000###	Title 1 3010	Prop 20 Lottery 6300	MS Science - Replenish Kits 0000102	Library Books 6300768	Total Funding 2022-23
Pepper Drive	42,148	143,255	15,681	7,660	1,798	<b>210,541</b>
Carlton Hills	28,157	0	12,405	6,060	1,318	<b>47,940</b>
Sycamore Canyon	14,857	0	6,981	3,410	1,000	<b>26,247</b>
PRIDE Academy	31,395	93,735	12,180	5,950	1,285	<b>144,545</b>
Cajon Park	42,010	102,320	18,076	8,830	2,149	<b>173,385</b>
Chet F Harritt	29,277	78,323	12,242	5,980	1,294	<b>127,115</b>
Carlton Oaks	37,468	0	16,807	8,210	1,963	<b>64,448</b>
Rio Seco	42,438	0	19,079	9,320	2,296	<b>73,133</b>
Hill Creek	31,495	0	13,961	6,820	1,546	<b>53,822</b>
<b>Total</b>	<b>299,244</b>	<b>417,633</b>	<b>127,412</b>	<b>62,240</b>	<b>14,649</b>	<b>921,178</b>

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Normal Annual Cost Increases

Each year, the District experiences cost increases from the prior year due to contractual provisions with employee groups, benefit rate changes set in statute or by action of governmental agencies, and inflationary pressures for various services. These cost increases are generally paid from the increase to the LCFF Base Grant, which is the primary funding source for operational expenditures. When the increase to the LCFF Base Grant is greater than normal cost increases, there are additional funds available for other purposes. When the LCFF Base Grant increase is insufficient to pay for normal cost increases, these cost increases must be paid for from other sources such as the reserve or by reducing expenditures in other areas in order to balance the budget.

Below is a summary of the normal cost increases estimated for the budget year and two subsequent years in comparison to the projected change to the LCFF Base Grant:

Normal Annual Cost Increases:	2022-23	2023-24	2024-25
Step & Column Salary Increases - STA	854,069	854,764	855,459
Step & Column Salary Increases - CSEA	253,922	253,794	252,880
Step & Column Salary Increases - SAA	128,000	128,044	127,941
Retirement Systems	1,119,797	(21,888)	(77,251)
Other Statutory Benefits	(101,112)	51,131	51,131
Property & Liability Insurance	(6,018)	172,806	207,367
Utilities	306,000	118,870	127,062
Non-Salary Special Ed Costs	(480,679)	203,288	219,551
Non-Salary RRMA Costs	282,009	87,955	96,751
<b>Total Normal Cost Increases</b>	<b>2,355,989</b>	<b>1,848,764</b>	<b>1,860,890</b>
LCFF Base Grant Change	4,542,512	757,557	(553,778)
<b>Difference</b>	<b>2,186,523</b>	<b>(1,091,206)</b>	<b>(2,414,667)</b>

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Multi-Year Projection

The District analyzes the effects of its decisions on the budget year and the subsequent two years in order to anticipate adjustments to revenues and expenditures that must be made before the budget year begins. These affects are derived by taking the budget year and projecting revenues and expenditures based on projected COLAs (Cost of Living Allowance), step & column increases for employees (those resulting from employees moving up on the salary schedule), negotiated salary increases, inflation, and other known or anticipated factors. Although this process is fraught with uncertainty, the method used helps the District to understand the ramifications of financial decisions on subsequent years. For example, negotiated salary increases not only affect the year in which the increase is made, it also compounds into future years. These factors must be considered in order to maintain financial health and flexibility.

It is important to note that the Multi-Year Projection is just that, *a projection* based on a set of assumptions known or anticipated at the time the projection is formulated. Therefore, it is not a forecast predicting future outcomes.

In addition to providing a Multi-Year Projection, Interim Reports also require one of three certifications:

- **POSITIVE:** The District CAN meet its financial obligations for the entire Multi-Year Projection period.
- **QUALIFIED:** The District MAY NOT be able to meet its financial obligations for the entire Multi-Year Projection period.
- **NEGATIVE:** The District WILL NOT be able to meet its financial obligations for the entire Multi-Year Projection period absent a State loan and intervention.

Although the District certifies one of the above, the County Office of Education, under Assembly Bill (AB) 1200 requirements, maintains fiscal oversight and may change a district's certification, if they deem it appropriate.

The table on the next page displays the best estimates available of the expected condition of the General Fund for the budget year and two subsequent years based on known factors and assumptions outlined in this User Friendly Budget document.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## General Fund Multi-Year Projection

Item	2021-22		2022-23		2023-24		2024-25	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
Beginning Fund Balance	21,024,471	2,548,151	\$22,688,577	\$3,242,091	\$31,186,127	\$3,200,979	\$32,063,104	\$330,000
Fund Balance Adjustments	1		0					
Total Income	\$63,663,875	\$24,417,804	\$76,744,118	\$21,258,554	\$68,725,811	\$21,308,684	\$68,061,113	\$18,522,941
Total Outgo	\$61,999,770	\$23,723,864	\$68,246,569	\$21,299,666	\$67,848,833	\$24,179,662	\$69,636,470	\$18,522,941
<b>Change in Fund Balance</b>	<b>\$1,664,105</b>	<b>\$693,940</b>	<b>\$8,497,550</b>	<b>(\$41,112)</b>	<b>\$876,977</b>	<b>(\$2,870,979)</b>	<b>(\$1,575,357)</b>	<b>\$0</b>
Ending Fund Balance	\$22,688,577	\$3,242,091	\$31,186,127	\$3,200,979	\$32,063,104	\$330,000	\$30,487,747	\$330,000
Total Reserves	\$21,695,892		\$8,791,045		\$31,545,218		\$29,969,861	
<b>Budget Reserve as % of Expenditures</b>	<b>25.31%</b>		<b>9.82%</b>		<b>34.28%</b>		<b>34.00%</b>	
Other Internal Cash Available (FN 14, 17, 25, 40)		\$10,895,509		\$12,989,816		\$12,989,816		
GF Cash Reserve (lowest month; or year end for closing)	18.75%	\$16,077,071	16.60%	\$14,862,762	23.64%	\$21,758,233	TBD	
			Amount	Value	Amount	Value	Amount	Value
		COLA:	9.85%		5.38%		4.02%	
		Assumed LCFF Rev Change (w/ ADA changes):	7.65%	\$4,728,137	1.16%	\$773,655	-0.96%	(\$648,650)
		Assumed LCFF [Base Only] Rev Change (w/ ADA changes):	7.35%	\$4,542,512	1.14%	\$757,557	-0.82%	(\$553,778)
		*Included Annual Operating Cost Increase Impact to LCFF Base:	3.81%	\$2,355,989	2.78%	\$1,848,764	2.77%	\$1,860,890
Estimated Structural Surplus/(Deficit)			\$2,321,177		\$991,877		(\$1,580,257)	
		GAP Funding:	100.00%	A:DOF	100.00%		100.00%	
		1% Reserve Equivalent:	895,218		920,222		881,467	
		1% LCFF Increase:	617,728		665,010		672,746	
		1% Salary Increase Equivalent:	592,360		592,842		593,324	

\* Step & column, health benefits, statutory benefits, and inflation for utilities, insurance, and Restricted programs subject to contribution from Unrestricted General Fund

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Budget Condition

The District endeavors to continually evaluate the condition of its budget and multi-year projection in order to respond thoughtfully and appropriately to changes in assumptions, preferably before conditions reach a crisis level. The condition of the budget is measured by the interplay of the following three factors to determine a Current State described by one of four colors; each with a set of possible, escalating remedial actions:

1. **Reserve Percentage:** The amount of remaining Unassigned fund balance divided by Total Outgo (17% = 2 months of expenditures [*Optimal*]; 10% = about 1 month of expenditures [*Tolerable*]; 3% [*Insufficient*] (State Required Minimum) = less than 2 weeks of expenditures)
2. **On-Going Income Minus On-Going Outgo:** Positive Result [*Structural Surplus*]; Negative Result [*Structural Deficit*]
3. **Cash Flow:** All obligations met with General Fund cash [*Optimal*]; Internal borrowing needed [*Tolerable*]; External borrowing needed [*Insufficient*]

Current State	Condition	Measure	Operator	Budget Year	Budget Yr+1	Budget Yr+2	Possible Remedial Actions
X	GREEN = Healthy fiscal condition	Reserve %	At least 4 of 5 conditions met	>=17%	>=10%	>=10%	Manage budgets with normal/routine methods
		On-Going INCOME minus OUTGO		STRUCTURAL DEFICIT <=\$500k	STRUCTURAL DEFICIT <=\$1m		
		Cash Flow	AND	Obligations met w/ General Fund cash	Obligations met w/ General Fund cash		
	YELLOW = Some signs of pending fiscal disturbance	Reserve %	AND/OR	<17%			Contain costs; minimize/eliminate discretionary expenditures, where possible; enact MINIMAL impact budget reductions
		On-Going INCOME minus OUTGO		STRUCTURAL DEFICIT >\$0k; <=\$1m	GROWING STRUCTURAL DEFICIT		
		Cash Flow	OR	Interfund borrowing needed	Interfund borrowing needed		
	ORANGE = Prominent signs of pending fiscal distress	Reserve %	AND/OR	<14%	<12%		Enact MINIMAL to MODERATE impact budget reductions
		On-Going INCOME minus OUTGO		STRUCTURAL DEFICIT >\$1m	STRUCTURAL DEFICIT >\$1m		
		Cash Flow	OR	External borrowing needed	External borrowing needed		
	RED = Significant fiscal distress	Reserve %	OR	<10%, AND	<3%	<3%	Enact SUBSTANTIAL impact budget reductions
		On-Going INCOME minus OUTGO		STRUCTURAL DEFICIT >\$0			
		Cash Flow					



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Long-Term Debt

Long-term debt is defined as those financial obligations that will not be paid in one year. These include General Obligation Bonds, Certificates of Participation, leases, and other term loans. The chart below depicts the District's outstanding long-term debt and the amount of funds needed to satisfy principal and interest payments for the budget year:

Description	Beginning Balance	Audit Adjustments	Audit Beg Balance	Increases (Incl Accreted Intrst)	Payments	Principal Decreases	Interest	Other Decreases	Ending Balance	Due in One Year
Series A GO Bonds - 5-1-1997	0	0	0	0	0	0	0		0	
Series B GO Bonds - 8-20-2008	0	0	0	0	0	0	0		0	
Series C GO Bonds - 8-20-2008	3,473,567	0	3,473,567	0	260,000	260,000	0		3,213,567	
Series D GO Bonds - 8-20-2008	7,548,148	0	7,548,148	0	0	0	0		7,548,148	
Series E GO Bonds - 5-1-2011	3,342,228	0	3,342,228	0	0	0	0		3,342,228	
2015 GO Bond Refunding - 12-16-2015	23,382,112	0	23,382,112	0	1,840,048	1,333,573	506,475		22,048,539	
2016 GO Bond Refunding - 2-3-2016	10,431,696	0	10,431,696	0	121,811	121,811	0		10,309,885	
2017 GO Bond Refunding - 7-26-17	9,780,000	0	9,780,000	0	732,100	290,000	442,100		9,490,000	
2019 Series A GO Bond Reauthorization	12,235,000	0	12,235,000	0	2,233,800	1,780,000	453,800		10,455,000	
<b>Total GO Bonds</b>	<b>70,192,751</b>	<b>0</b>	<b>70,192,751</b>	<b>0</b>	<b>5,187,759</b>	<b>3,785,384</b>	<b>1,402,375</b>	<b>0</b>	<b>66,407,367</b>	<b>3,785,384</b>
2008 COPS - 10-7-2008	1,755,157	0	1,755,157	0	0	0	0		1,755,157	
CREBs 6-2-10	510,000	0	510,000	0	200,766	165,000	35,766		345,000	
2015 COPS Refunding - 12-22-2015	21,005,000	0	21,005,000	0	1,397,788	590,000	807,788		20,415,000	
<b>Total COPS</b>	<b>23,270,157</b>	<b>0</b>	<b>23,270,157</b>	<b>0</b>	<b>1,598,554</b>	<b>755,000</b>	<b>843,554</b>	<b>0</b>	<b>22,515,157</b>	<b>755,000</b>
<b>Total Property Indebtedness</b>	<b>93,462,908</b>	<b>0</b>	<b>93,462,908</b>	<b>0</b>	<b>6,786,313</b>	<b>4,540,384</b>	<b>2,245,929</b>	<b>0</b>	<b>88,922,524</b>	<b>4,540,384</b>
QZAB (Due Nov 2020)	0	0	0	0	0	0	0		0	
Retirement Incentives	0	0	0	0	0	0	0		0	
Premium on GO Bonds	4,966,928	0	4,966,928	0	0	0	0		4,966,928	
Premium on COPS	620,816	0	620,816	0	0	0	0		620,816	
Vacation Carry-Over	474,800	0	474,800	0	0	0	0		474,800	
2016 Lease for 3 busses - 5 Years	0	0	0	0	0	0	0		0	0
2017 Lease for 3 busses - 7 Years	103,364	0	103,364	0	54,419	50,791	3,628		52,573	50,791
<b>Total Other</b>	<b>6,165,908</b>	<b>0</b>	<b>6,165,908</b>	<b>0</b>	<b>54,419</b>	<b>50,791</b>	<b>3,628</b>	<b>0</b>	<b>6,115,117</b>	<b>50,791</b>
<b>Total Long-Term Debt</b>	<b>99,628,816</b>	<b>0</b>	<b>99,628,816</b>	<b>0</b>	<b>6,840,731</b>	<b>4,591,175</b>	<b>2,249,557</b>	<b>0</b>	<b>95,037,641</b>	<b>4,591,175</b>

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Cash Flow

The District projects and monitors the flow of cash into and out of its General Fund in order to ensure that there is an adequate cash balance in any given month to pay its bills when they become due. This task becomes even more crucial when the State defers revenue payments owed to school districts into future months, and in some cases into the subsequent fiscal year. The largest outflow of cash is for payroll expenditures paid at the end of each month and because the timing of cash receipts is often misaligned with cash disbursement schedules, the District must plan ahead and may need to use temporary borrowing mechanisms in months when cash balances are insufficient.

The District has four available methods for short-term cash borrowing:

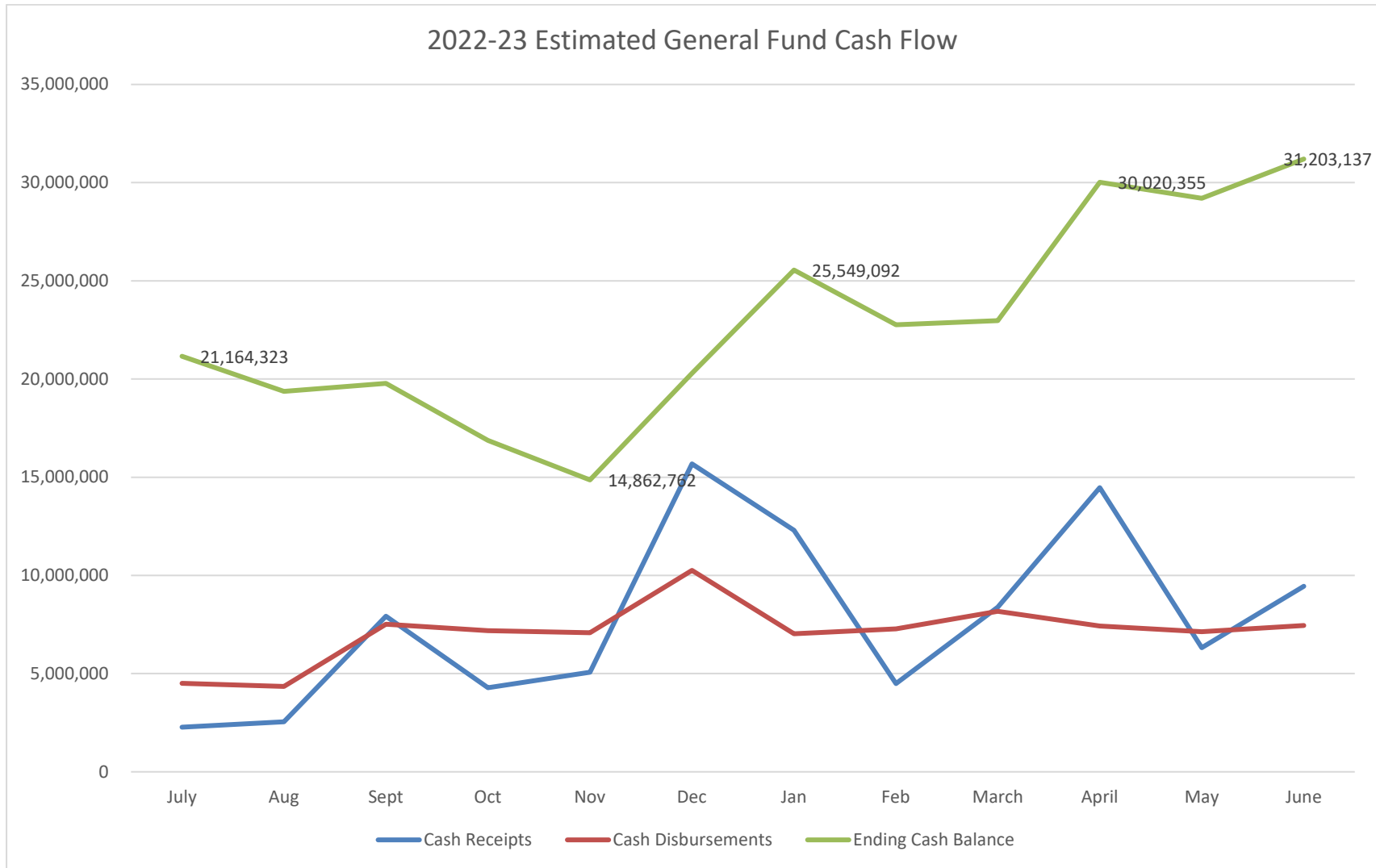
- 1) **Internal Borrowing:** The District can borrow monies from certain of its other funds for temporary transfer into the General Fund. If the transfer occurs 120 or more days from the end of the fiscal year (June 30), then the amount borrowed must be repaid to the lending fund on or before June 30. If the transfer occurs less than 120 days from the end of the fiscal year, then the amount borrowed must be repaid before the end of the subsequent fiscal year. Except for amounts borrowed from General Obligation Bond funds, Internal Borrowing requires no payment of interest.
- 2) **Tax Revenue Anticipation Note (TRAN):** The District can issue a particular type of short-term debt instrument, called a TRANs, at the beginning of a fiscal year under very stringent IRS rules. There are additional costs for issuance and payment of interest. To be considered a tax exempt instrument, the District must re-pay the notes on or before the last day of the same fiscal year in which the notes are issued. In some limited cases, the District can issue TRANs to cross fiscal years but the borrowing costs are much higher.
- 3) **County Office of Education Loan:** The District can borrow from the County Office of Education to the extent that they have available funds. However, since County Offices typically face the same type of revenue restrictions and declines as school districts, it is rare for them to have available cash to lend. There are additional costs for interest.
- 4) **County Treasury Loan:** The District can borrow from the County Treasury to the extent of available funds and typically only up to 85% of expected future tax receipts. Generally, the debt must be repaid before the end of the same fiscal year in which the funds are borrowed. However, in recent years the County Treasury has developed a program for Inter-Year borrowing so that the amount borrowed can be paid back in the subsequent fiscal year. There are additional costs for interest.

The chart on the following page depicts the projected Cash Flows in the General Fund for the budget year:

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Reserves

Current law requires the District to maintain a minimum budget reserve level to cushion against unforeseen circumstances and conditions. This reserve, called the Economic Uncertainty Reserve, is essentially a savings account and is expressed as a percentage of total General Fund outgo. Depending on the size of a District, the required percentage can range from 1% to 5%. Specific required budget reserve percentages are as follows:

<u>Percentage Level</u>	<u>District ADA</u>
Greater of 5% or \$62,000	0 to 300
Greater of 4% or \$62,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

The amount of projected budget reserves for the District is shown on page 35 in the Multi-Year Projection. The District expects to meet the minimum required reserve level of 3% for the 3-year Multi-Projection period under current assumptions.

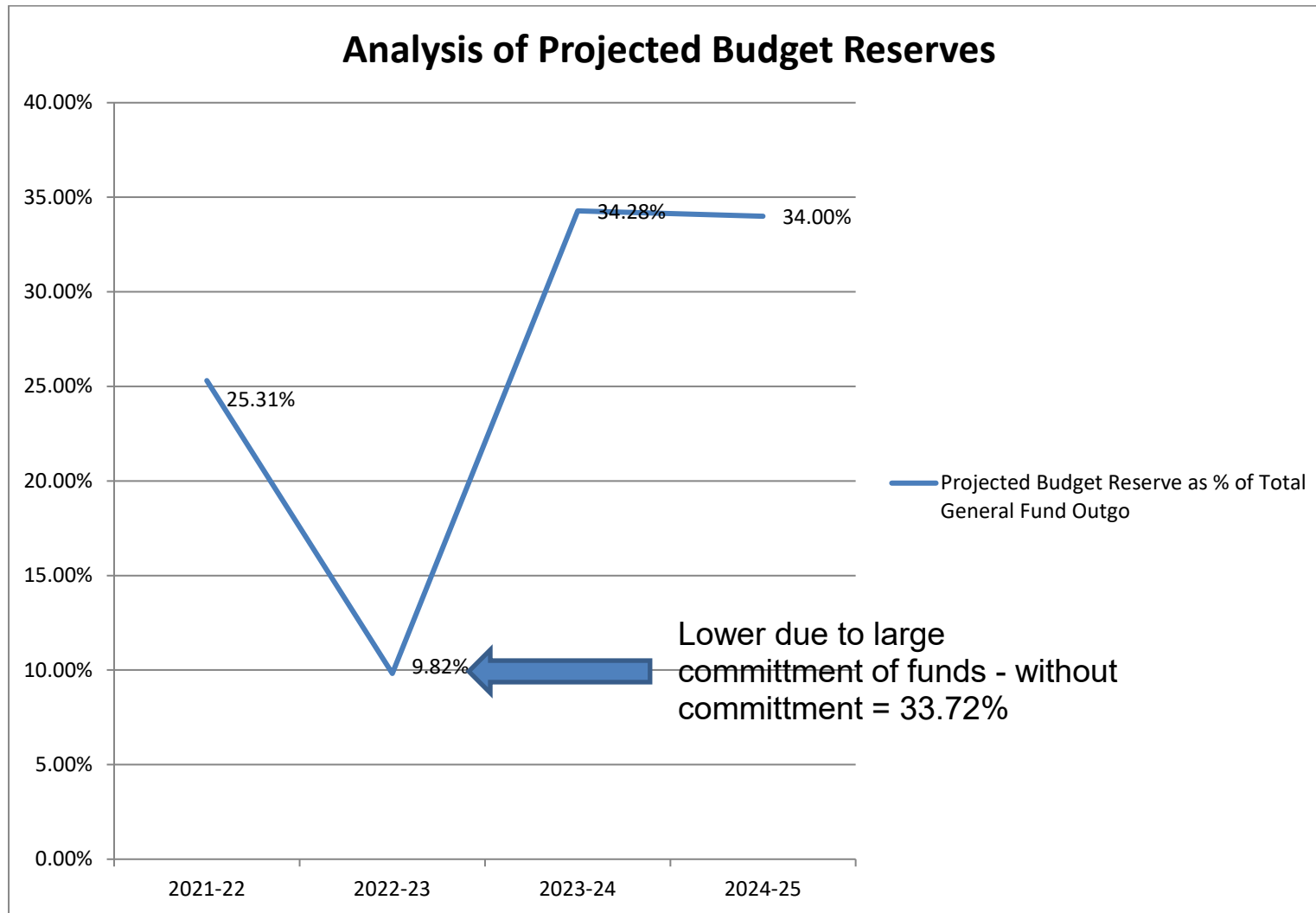
It is important to note that a *budget reserve* is not a *cash reserve* since the calculation incorporates cash and other current assets such as Accounts Receivable. Therefore, it is possible, and in fact likely, that a district could maintain the minimum budget reserve and still run out of cash. This is because a portion of the ending budget reserve in any given year is made up of Accounts Receivable; amounts owed but not yet paid. The amount of cash supporting the budget reserve declines when the State relies on deferrals: a budget balancing technique in which apportionment payments to school districts are deferred to subsequent months and into the subsequent fiscal year. Currently, the State has eliminated all deferrals.

The chart on the next page depicts the projected budget for the prior year and the 3-year period of the Multi-Year projection:

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## 6 Keys To Analyzing Fiscal Health

- 1. Is there deficit spending (i.e. do expenditures exceed revenues)?** – This can be determined by referencing line 22 of the table on Page 17. If this amount is negative, it reveals deficit spending. If this amount is positive, it reveals surplus spending. Deficit spending can be expected on the Restricted side of the General Fund, since schools and departments often carry-over categorical funding into the next year and combine it with revenue for that year in order to make larger purchases. However, deficit spending on the Unrestricted side can have serious consequences, since this requires the District to dip into reserves (accumulations of the excess of revenues over expenditures in past years) to meet its obligations and cannot be continued if fiscal health is to be maintained.
- 2. What programs are encroaching on the Unrestricted General Fund and by how much?** – This can be determined by analyzing the chart on page 30.
- 3. Have reserves been established for unfunded liabilities and funds to be used for specific purposes?** – This can be determined by referencing Lines 25 through Line 30 of the table on page 17.
- 4. Have sufficient reserves been established for Economic Uncertainties?** – This can be determined by referencing the Multi-year Projection on page 36. Pursuant to State requirements, this amount must be at least 3% of the total General Fund expenditures.
- 5. Are one-time monies, or fluctuating monies, being used to fund recurring expenditures?** – This can be partially determined by comparing the total Unrestricted/On-Going Revenues reported on page 24 to the Total Outgo reported on Line 21 of the table on page 17 in the Unrestricted column, less any known one-time expenditures. If the expenditures from this analysis exceed the on-going revenue, this can indicate that one-time monies are being used to fund recurring expenditures. This same analysis can be done with the Restricted/On-Going Revenues and Restricted Salaries and Benefits. However, there are times when one-time monies from Restricted sources will be used to pay for salaries and benefits that are expected to end when the program funding ends.
- 6. Do multi-year and cash flow projections indicate that the District will be able to meet its financial obligations for the budget year and the subsequent 2 years?** This can be determined by referencing the table on Page 36 and graph on page 40. If the Budget Reserve as a % of Total General Fund Outgo exceeds 3% in all 3 years AND the cash flow projection for the current year indicates no cash deficit and sufficient cash balances to accommodate unforeseen circumstances, this indicates the District can meet its financial obligations for that period. If Undesignated/Unappropriated Fund Balance is negative, or the Budget Reserve is less than 3% in any year, or the cash flow projection indicates cash deficits or insufficient balances to accommodate unforeseen circumstances, it can indicate that the District may either have to increase revenues or reduce expenditures to meet its financial obligations.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Reading The Standardized Account Code Structure (SACS) Forms

Reading and understanding a school district's budget document can be cumbersome and confusing. The State of California mandates the forms and methods to be used when adopting and reporting budget information at the following intervals:

- Adopted Budget – June for the subsequent budget year
- First Interim Report – December as of October 31<sup>st</sup>
- Second Interim Report – March as of January 31<sup>st</sup>
- Third Interim Report – June as of April 30<sup>th</sup> (only required if Second Interim is “Qualified” or “Negative”)
- Unaudited Actuals – September as of June 30<sup>th</sup>

The following information should help the reader of these documents to identify the important numbers that summarize a school district's financial condition:

### 1. Form 01 – General Fund

- a. *Check Line D1a on page 1.* Are there large transfers in that are supporting operations?
- b. *Check Line D1b on page 1.* Are there large transfers out indicating the General Fund's support of other funds or programs?
- c. *Check Line D3 on page 1.* Are contributions to other programs excessive? Are they growing or declining?
- d. *Check Line E on page 2.* Is there a surplus (more received than spent) or a deficit (more spent than received)?
- e. *Check Line F2e on page 2.* Is at least the minimum required for the District (3% of total General Fund outgo) reserved? Are there other appropriate amounts reserved that have been specified for particular purposes?
- f. *Check Line F2e on page 2.* Is the Undesignated/Unreserved Fund balance positive and sufficient to absorb other unforeseen circumstances?

### 2. Form 12 – Child Development Fund

- a. *Check Line D1a on page 1.* Are there large transfers in indicating support from other funds?
- b. *Check Line D1b on page 1.* Are there large transfers out? Why?
- c. *Check Line E on page 2.* Is there a surplus (more received than spent) or a deficit (more spent than received)?
- d. *Check Line F2 on page 2.* Is the fund balance zero or positive?

### 3. Form 13 – Cafeteria Fund

- a. *Check Line D1a on page 1.* Are there large transfers in indicating support from other funds?
- b. *Check Line D1b on page 1.* Are there large transfers out? Why?
- c. *Check Line E on page 2.* Is there a surplus (more received than spent) or a deficit (more spent than received)?
- d. *Check Line F2 on page 2.* Is the fund balance sufficient to support on-going operations, including equipment replacement?

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

4. **Other Funds**
  - a. **Check Line E on page 2.** Is there a surplus (more received than spent) or a deficit (more spent than received)? Is the surplus too large indicating that not enough funds are being spent?
  - b. **Check Line F2 on page 2.** Is the fund balance sufficiently positive but not too large?
5. **Form A.** Is the District's ADA increasing or declining?
6. **Adopted Budget and Unaudited Actuals ONLY**
  - a. **Form DEBT** – How much long term debt does the District have?
  - b. **Form NCMOE** – Did the District meet its Maintenance of Effort requirement for No Child Left Behind?
  - c. **Report SEMA** – Are the Special Ed expenditures paid from state and local sources higher than previous year in total or per capita?
  - d. **Report SEMB** - Are the Special Ed expenditures paid from state and local sources higher than previous year in total or per capita?
7. **Technical Review Checks/Standards & Criteria** – Are tests Passed or Failed? For failed tests, are explanations reasonable and accurate?



# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## Glossary Of Terms

1. **ADA** – Average daily attendance determined by taking the total of number of days students are present at school and dividing by the number of school days in the period measured. This figure is used to determine a school district’s Revenue Limit income, the single largest source of revenue in the General Fund.
2. **CBEDS** – California Basic Educational Data System. Refers to a count of enrollment as of the first school day in October.
3. **COLA** – Cost of living allowance calculated each year by the State of California that measures the change in the cost of operating a public agency. The measurement includes changes in all costs including utilities, insurance, Health & Welfare, statutory benefits, supplies, and salaries.
4. **COPS** – Certificates of Participation issued by a public entity as debt to be paid back from a designated revenue stream.
5. **CPI** – Consumer Price Index which measures the increased cost of goods and services to an employee over a period of time.
6. **Deficit Spending** – Outgo (expenditures) exceeding Income (revenue) in a particular year. This reduces ending fund balance.
7. **Fund Balance** – The accumulation of income in excess of outgo since inception of the fund.
8. **GO Bonds** – General obligation bonds issued by a public entity to be paid back over time from property tax revenue.
9. **LCAP** – Local Control Accountability Plan: the strategic planning document that governs expenditure of Local Control Funding Formula funds.
10. **LCFF** – Local Control Funding Formula: the primary mechanism used by the State of California (starting in 2013-14) to distribute State funds to K-12 school districts. The formula includes a Base Grant for funding core programs and increasing or improving services for all students; Grade Span Adjustments for implementing K-3 Class Size Reduction and 9-12 Career Technical Education; Supplemental Funds for increasing or improving services for unduplicated count students (those qualifying for free/reduced lunch, categorized as English Learners, or designated as Foster Youth); Concentration Grant Funds for districts with an unduplicated count population of 55% or more; and fixed add-ons for a few prior Categorical Programs.
11. **Lottery** – Funding received by school districts from the State of California from earnings from all Lottery games. 50% of the amount of Lottery Revenue received goes to school districts in 2 forms: UNRESTRICTED which can be used for any purpose and, RESTRICTED which must be used only for instructional materials.
12. **One-Time Revenue** – Funds that are only expected to be received in one year or that fluctuate enough from year to year that amounts are uncertain.
13. **On-Going Revenue** – Funds that are expected to be received in multiple years at a fairly steady and known rate.
14. **Proposition 98** – A 1988 voter-approved amendment establishing the minimum amount of funding for K-14 education in the State.
15. **Restricted Revenue** – Funds received from sources that stipulate how the funds must be used.

# SANTEE SCHOOL DISTRICT

2022-23

USER FRIENDLY BUDGET

## GLOSSARY OF TERMS (cont)

16. **Step & Column** – Automatic increases in salaries for employees as a result of moving up and over on the salary schedule. Step increases are automatic every year for completing another year of service. Column increases occur as a result of an employee obtaining sufficient units or credits at a college or university.
17. **Structural Deficit** – On-going Outgo (expenditures) exceeding on-going Income (revenue).
18. **Structural Surplus** – On-going Income (revenue) exceeding on-going Outgo (expenditures)
19. **Surplus Spending** – Income (revenue) exceeding Outgo (expenditures) in a particular year. This increases the ending fund balance.
20. **Unrestricted Revenue** – Funds received from sources that do not require the funds to be spent on a particular purpose. In general, these funds can be spent for any lawful purpose and typically go toward the payment of salaries and benefits for teachers, office staff, and administrators; as well as for most operational expenses such as utilities, insurance, etc.

# **Educational Services**

## **Table of Contents**

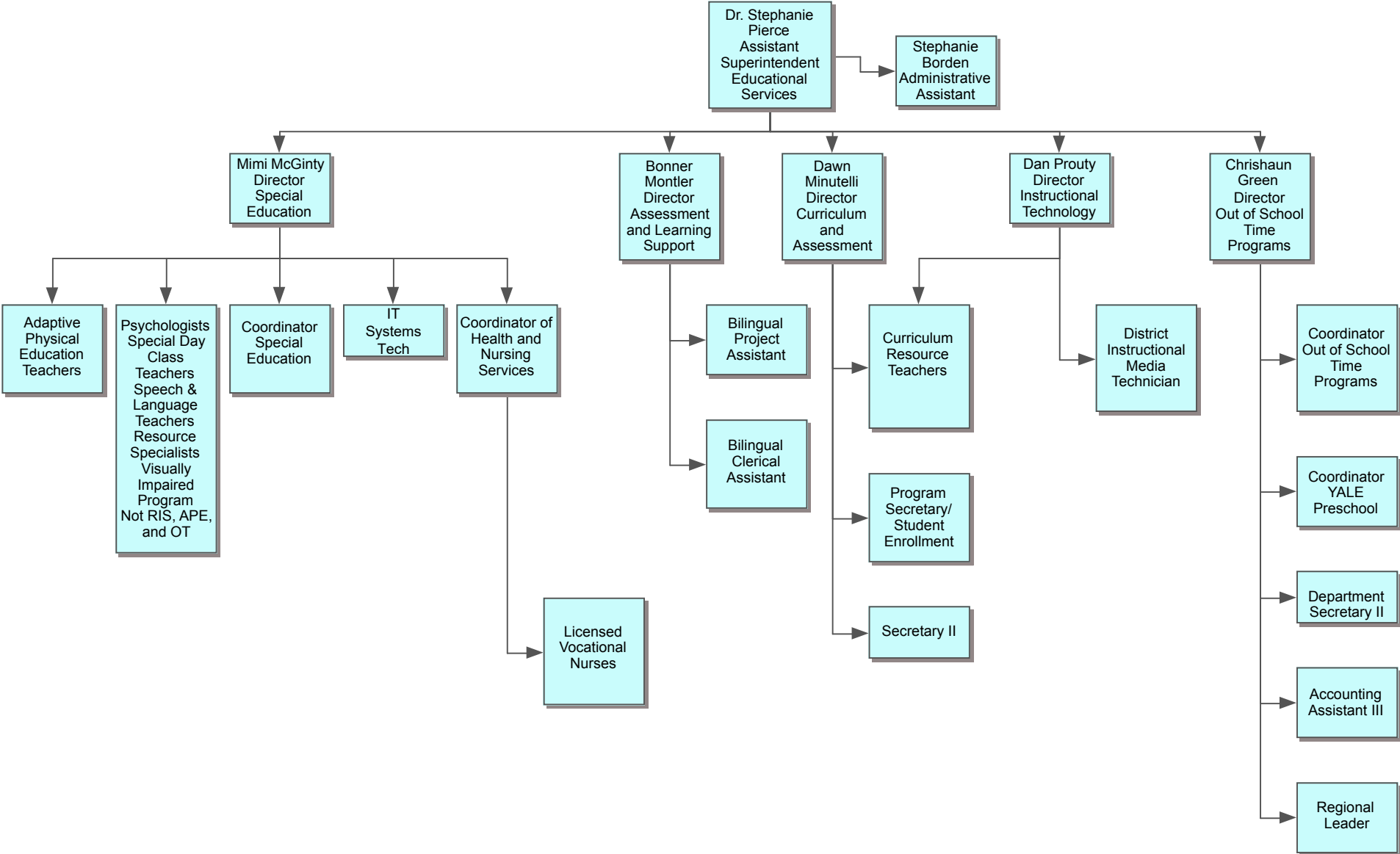
- **Organizational Chart**
- **Local Control Funding Formula (LCFF)**
- **Local Control Accountability Plan (LCAP)**
- **School Accountability Report Card**
- **Curriculum and Instruction, Assessment**
- **English Learner Master Plan**
- **Special Education**
- **Technology**
- **Out of School Time Programs**



# Organizational Chart



# Educational Services Organizational Chart



# Local Control Funding Formula (LCFF) Budget Overview for Parents



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santee School District

CDS Code: 37683610000000

School Year: 2022-23

LEA contact information:

Dr. Stephanie Pierce

Assistant Superintendent Educational Services

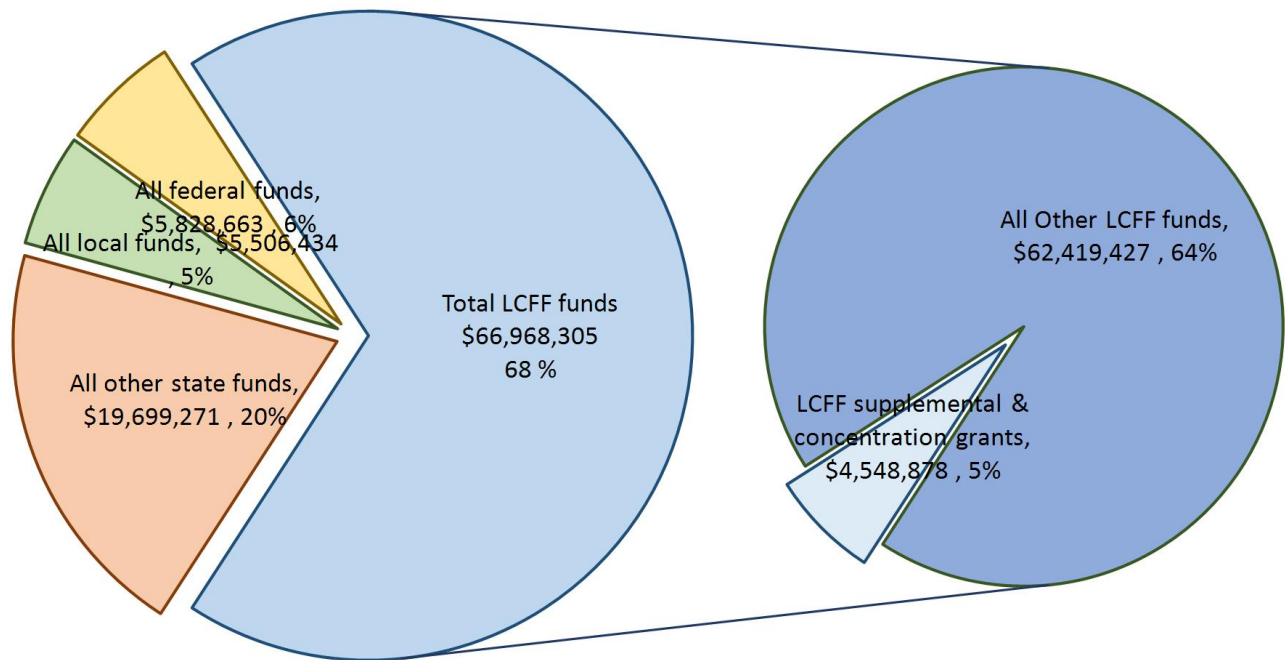
stephanie.pierce@santeesd.net

619-258-2351

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



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

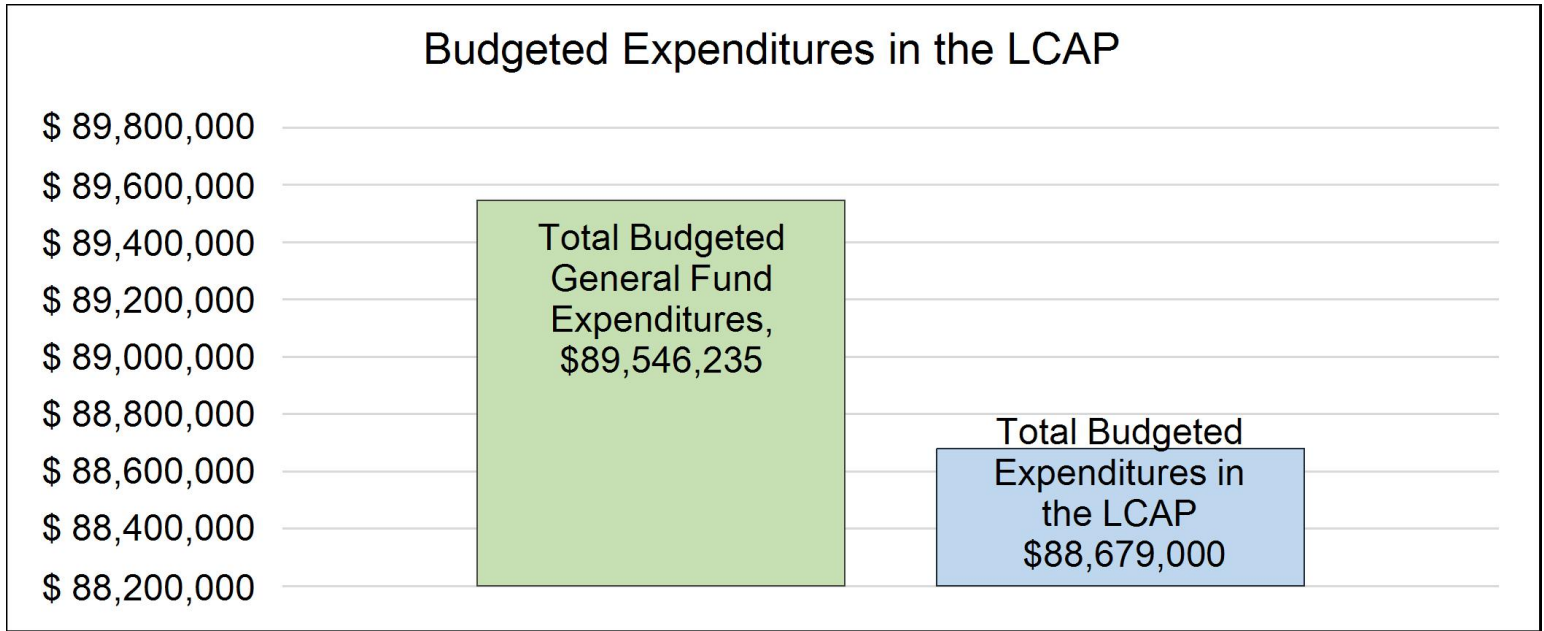
The text description for the above chart is as follows: The total revenue projected for Santee School District is \$98,002,673, of which \$66,968,305 is Local Control Funding Formula (LCFF), \$19,699,271 is other state funds,

\$5,506,434 is local funds, and \$5,828,663 is federal funds. Of the \$66,968,305 in LCFF Funds, \$4,548,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santee School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santee School District plans to spend \$89,546,235 for the 2022-23 school year. Of that amount, \$88,679,000 is tied to actions/services in the LCAP and \$867,235 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

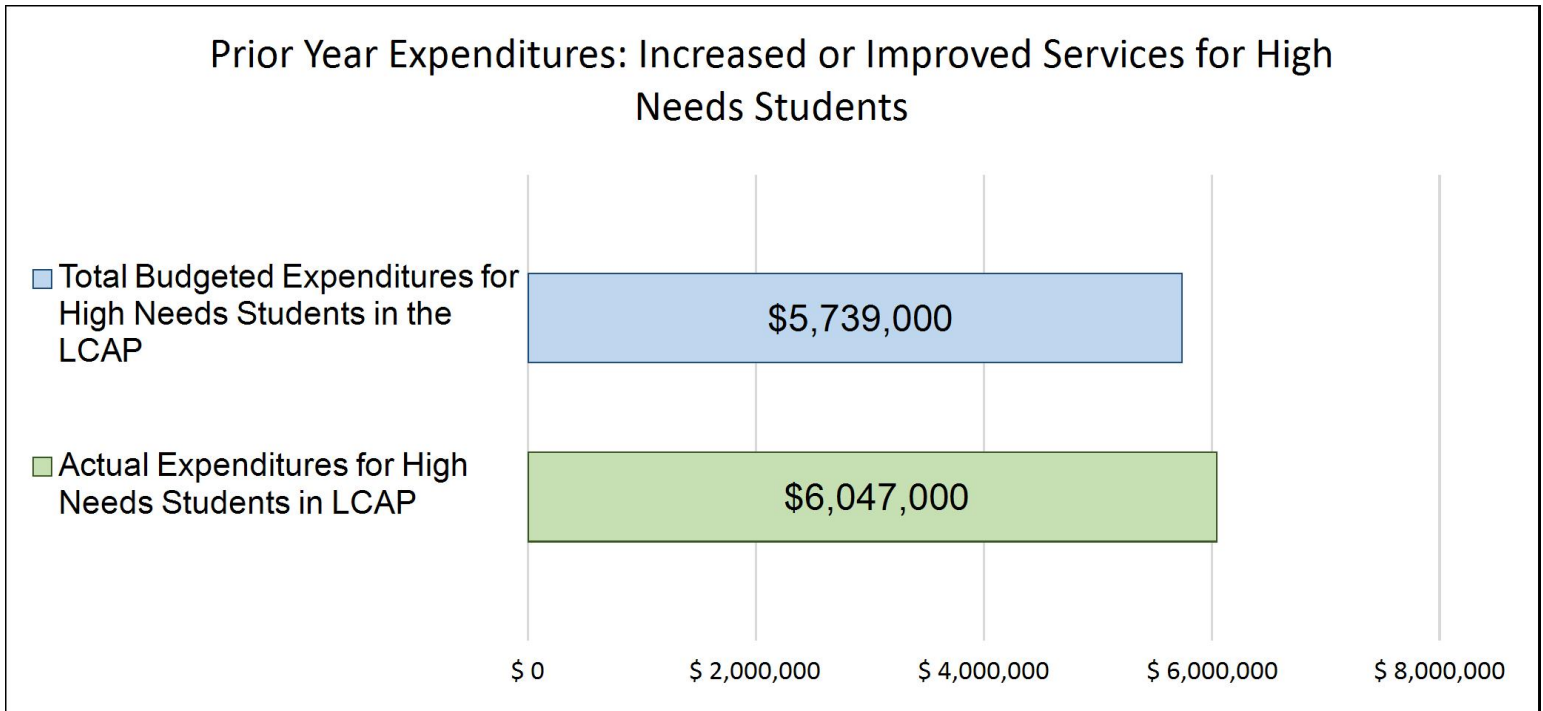
- Title I - Low Socio-Economic Student = \$229,056
- Title II - Professional Development = \$7,985
- Title III - Limited English Proficient Students = \$7,754
- MediCAL Reimbursement = \$15,030
- Prop 20 Lottery for Instructional Materials = \$303,346
- Tobacco Use Prevention Education (TUPE) = \$10,732
- After School Education and Safety Program (ASES) = \$296,952
- Other/Rounding (\$3,620)
- Total Reconciling Items = \$867,235

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Santee School District is projecting it will receive \$4,548,878 based on the enrollment of foster youth, English learner, and low-income students. Santee School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santee School District plans to spend \$7,020,000 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Santee School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santee School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Santee School District's LCAP budgeted \$5,739,000 for planned actions to increase or improve services for high needs students. Santee School District actually spent \$6,047,000 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santee School District	Stephanie Pierce, Assistant Superintendent of Educational Services	Stephanie.pierce@santeesd.net 619-258-2351

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

- 1) Expanded Learning Opportunities Program (ELOP) Grant - During December and January, surveys were distributed to students, parents, and staff seeking input on the structure for the ELOP. Staff from the District's before/after school program named Project SAFE met with its educational partners (i.e. students, staff, and parents) in focus groups seeking additional input.
- 2) Educator Effectiveness Funds - In September and October, surveys were distributed to teachers seeking input on the design of Professional Development opportunities. Staff also met with teachers, counselors, and classified staff in focus groups and regular meetings to discuss professional learning. We sought input from Principals and our Professional Leadership Team during regularly scheduled meetings on the Professional Development opportunities to offer.
- 3) TK Planning Grant - The District has planned several input sessions with parents, staff, and students in January, February, and March to obtain input on development of the 2022-23 LCAP which will include use of TK funds. Our district has offered a Transitional Kindergarten program since 2012 and we have included TK into our annual LCAP as one of our programs.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Santee School District does not receive concentration grant funding and did not receive concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The District used the following process for educational partner input:

1. Developed a Needs Assessment using a variety of tools:

a) Intent to return parent survey in May and June (5,755 respondents submitted this survey)

b) Student Surveys for grades 3-8 in June and December (2,700 respondents)

c) Parent input sessions in April and May with Administrators during Parent Teacher Association and School Site Council meetings

d) Santee Collaborative (Community members) input in May and June

e) District Level input sessions with parents, staff and community at District Advisory Committee (DAC), District English Learner Advisory Council (DELAC), and district town hall meeting.

All of the above surveys and focus groups were provided in Spanish and Arabic; our two primary foreign languages.

2. Analyzed survey responses data to determine needs for inclusion into Local Control Accountability Plan and for the ESSER III plan to support students. We also had families request translation services to fill out the survey.

3. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DAC, and DELAC January 2021 through March 2021 during which participants were asked to provide questions and comments regarding the LCAP and ESSER III plan.

4. Consultations with our Santee Teachers Association during Feb/Mar 2021

5. Consultation with our California School Employee Association (CSEA) during Feb/Mar 2021

6. Provided a draft of the ESSER III plan as part of the LCAP for District Advisory Committee (DAC) to review and provide feedback.

7. Provided a draft of the ESSER III Plan for District English Learner Advisory Committee (DELAC) review and provide feedback (we provided translation services to families for this meeting and the entire plan was translated into Spanish and Arabic prior to the meeting)

8. Provided a draft of our 2021 LCAP on the district website in May 2021 for all stakeholders to review in connection with the ESSER III plan.

The district included the ESSER III Funds in the overall input sessions.

9. Updated our District SAFE AT SCHOOL Reopening plan with the reopening team and the reopening plan is posted on the district website.

The Plan is updated periodically as conditions and guidance change.

10. Met weekly with our school site administrator teams (Principals and Vice Principals) for site specific Safe at School reopening plan development and other support in designing a plan for in-person instruction.

All communication and survey tools are translated into the District's two primary foreign languages; Spanish and Arabic. The District also provides translation services for other foreign languages as needed.

Our educational partners input and surveys were analyzed and the following categories emerged: accelerating student learning for all learners, professional development, social emotional learning support, strengthening student connectedness, and providing an independent learning option for the entire school year along with in-person learning. The following general themes were identified for consideration by the District:

1. ACCELERATE LEARNING: Accelerate learning for all students including English Learners, Homeless, Foster Youth, and Students with Disabilities: More staff training, more intervention, more teacher prep time, increase staffing, employ intervention teachers, provide more intervention support to accelerate students, and provide curriculum materials with a focus on acceleration based on individual student needs.
2. PROFESSIONAL DEVELOPMENT: Increase professional learning for staff in specific areas of ELA and mathematics and provide more individual choice; focused professional learning for English Learners, Special Education, and other student groups.
3. SOCIAL-EMOTIONAL LEARNING SUPPORT: Increase counseling services, increase mental health support, more fully implement our newly adopted Social- Emotional curriculum
4. STRENGTHENING STUDENT CONNECTEDNESS: Reduce class size and caseloads, emphasize personal relationships with students, provide more choice in learning activities through Universal Design for Learning strategies (e.g., student choice boards).
5. CONTINUED IMPLEMENTATION OF SAFETY PROTOCOLS FOR IN-PERSON INSTRUCTION: Provide necessary personal protective equipment, increase use of outdoor spaces and equipment for learning, improve HVAC systems and air quality

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

## Overview

The District is using the American Rescue Plan (ARP) funds for the following actions:

- 1) Reducing class size in Grades 4 through 8
- 2) Enhancing and increasing outdoor learning
- 3) School budget allocations to help with individual school needs
- 4) COVID Protection and Prevention Measures
- 5) Summer Academy Program

## Class Size Reduction:

The District hired 37 additional teachers to reduce class sizes in Grades 4 through 8 from an average of 32:1 to an average of 24:1 in 2021-22. Lower class sizes will remain lower in 2022-23. The District had to purchase and install 4 portable classrooms at one school in order to accommodate the lower class sizes. This presented a timing challenge as construction work continued up until the day before students were to arrive on campus.

The lower class sizes provided teachers an opportunity to build a stronger relationship with their students. One of the challenges of having 37 additional teachers has been providing enough substitutes when COVID cases increased dramatically.

#### Outdoor Learning:

Principals are currently working with their educational partners to research, identify, and plan the design of their outdoor learning spaces during 2021-22 for implementation in 2022-23.

#### School Budget Allocations to Address Learning Loss:

Schools have purchased supplemental curriculum and computer software to support student learning and intervention. Some schools have used these funds to provide additional hours for teachers and classified support staff to engage in professional learning and provide tutoring for students. Students now have additional opportunities for 1:1 intervention. The main challenge has been staffing due to the significant increase in absences caused by COVID.

#### COVID Protection and Prevention Measures:

The District has used the ARP funds to purchase portable HEPA filters and N95 masks. The District also installed a portable container and generator to house a COVID Testing Center which is staffed with several part-time employees. The District offers both Rapid Antigen and PCR tests Monday through Friday. The Testing Center has been a tremendous success by providing our school community with testing services that are no-cost and available at their convenience at a time when testing options at other locations has been greatly reduced and impacted with long lines. Challenges have been finding staff, providing the CDPH training for testers, obtaining the test kits, and servicing large numbers of students and staff on any given day when COVID case rates are increasing.

#### Summer Academy Program:

The District operated the Summer Academy last summer over a 4 week period. The program offered students an enriching summer program to support students in their learning success. All students engaged with the iReady reading and mathematics online curriculum, as well as the Lexia reading program, which focuses on foundational skills, during the summer program. The personalized pathways offered by both programs were used to accelerate learning toward mastery of standards. We had the highest number of students attending of any summer session and the high rate continued throughout the 4 weeks. Teachers conducted pre and post classroom based assessments and found students demonstrating growth over the 4 week session. One challenge experienced was some students exhibiting signs of diminished well-being. We plan to continue offering the Summer Academy Program in 2022 and 2023 and to increase student support systems, such as Counselors and referrals for therapy.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The District is using ESSER III funds for the following endeavors linked to actions in the LCAP:

- 1) Reducing class size in Grades 4 through 8 - This action is related to LCAP Action 1.1: Core/Base Program
- 2) Enhancing and increasing outdoor learning - This action is related to LCAP Action 2.1: Student Well-Being Initiatives
- 3) School budget allocations to help with individual school needs - This action is related to LCAP Action 1.11: Supplemental Instructional/Intervention Materials
- 4) COVID Protection and Prevention Measures - This action is related to LCAP Action 1.1: Core/Base Program and is consistent with the District's Safe Return to In-Person Instruction and Continuity of Services Plan which contains detailed procedures and protocols for protecting the safety of students and staff. This plan can be accessed at the following location:

[https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server\\_27050313/Image/Quick%20Links/2021-22%20SAFE%20AT%20SCHOOL%20Reopening%20Plan.pdf](https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server_27050313/Image/Quick%20Links/2021-22%20SAFE%20AT%20SCHOOL%20Reopening%20Plan.pdf)

- 5) Summer Academy Program

The District's ESSER III Expenditure Plan can be accessed at the following location:

[https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server\\_27050313/File/Superintendent/District%20Expenditure%20Plans/2021\\_ESSER\\_III\\_Expenditure\\_Plan\\_Santee\\_School\\_District\\_20211209.pdf](https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server_27050313/File/Superintendent/District%20Expenditure%20Plans/2021_ESSER_III_Expenditure_Plan_Santee_School_District_20211209.pdf)

The District's LCAP can be accessed at the following location:

[https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server\\_27050313/File/Superintendent/LCAP202021/2021-22%20LCAP%20Final%20v20210817%20-%20Consolidated%20for%20SDCOE%20-%20w%20SDCOE%20Changes.pdf](https://p16cdn4static.sharpschool.com/UserFiles/Servers/Server_27050313/File/Superintendent/LCAP202021/2021-22%20LCAP%20Final%20v20210817%20-%20Consolidated%20for%20SDCOE%20-%20w%20SDCOE%20Changes.pdf)

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Introduction**



California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget



Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan (LCAP)



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santee School District	Dr. Stephanie Pierce Assistant Superintendent Educational Services	stephanie.pierce@santeesd.net 619-258-2351

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Santee School District serves approximately 6,400 Pre-K through eighth-grade students in nine schools with 384 FTE dedicated educators and 314 FTE support staff. We are proud of our hard-working and dedicated students, which comprise some specific student groups 16.0% of the students are in Special Education, 8.3% are English Language Learners, 34.7% are socio-economically disadvantaged, 0.3% are Foster Youth, and 2.3% are designated as Homeless. The attendance rate of students is 94.23%. We have seen this attendance rate decline due to the pandemic.

The District strives to unlock the potential of tomorrow by building confident, innovative learners today. We continue to realize this vision through a personalized learning environment. We have 1:1 iPad devices for all students supporting them in acquiring 21st Century Learning Skills. We have reliable connectivity in all of our schools to support student learning. This year we have also provided access beyond the classroom to support student learning in students' homes and allow them to learn from home. The District has before and after-school child care, three preschool programs, a parent education program, Transitional Kindergarten, Early Admission to Kindergarten and a wide variety of after-school programs. The Santee School District is committed to a continuous improvement process throughout the organization, including promoting a strong student-centered learning environment by securing active partnerships with local organizations to promote high student achievement.

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

## Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22, therefore the following information is based on our local and state data and input from our educational partners. We provide our local and state metrics in an Executive Summary to share with our educational partners and used for LCAP input.

Based on the review of the district local and state data and our educational partners' feedback in 2020-21, we did maintain student achievement in English Language Arts (ELA) and mathematics due to our commitment to in-person instruction since September 2020 and our offering of independent study to families who requested this option. Santee School District participated in the optional 2020-2021 CAASPP Smarter Balanced modified form assessments. Due to the modified version, we did not use this data to compare to previous years' data. Data from the modified version of CAASPP was analyzed to understand overall and student group performance. Our local data demonstrates that we are maintaining good student outcomes during the pandemic and this has continued into the 2021-22 school year. We were able to compare our local data from Trimester 1 and Trimester 2 due to having multiple years of these data measures. Below is a summary of these multiple data points provided within our Executive Summary which is used with all our educational partners and includes all our measurements for conditions of learning, pupil achievement, and engagement. Our educational partners have consistently expressed a commitment to the following curricular and instructional programs, which includes professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Many of these core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to accelerating learning.

The participation rate in Smarter Balanced testing in 2020-21 was (96.7%) and (95.8%) in English language arts and mathematics respectively. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). Student groups that met or exceeded standard for English language arts are Reclassified English Proficient (69.63%), Asian (64.77%), Filipino (75.44%), white (58.95%), and two or more races (55.71%). The overall percent of students scoring at Standard Met or Standard Exceeded for mathematics was (45.91%). Student groups that met or exceeded standard for mathematics are Initial Fluent English Proficient (67.27%), Reclassified English Proficient (52.5%), Asian (57.94%), Filipino (69.64%), and White (50.34%). We do see some differences in the student groups from our local data and the state standardized assessments (CAASPP). The following includes our local data and supports for continued academic progress for all students.

The District's mathematics assessment scores for all students demonstrated similar achievement on our local assessments including the SBAC Interim Assessment blocks given in Trimester 1 and Trimester 2. Based on our iReady diagnostic math data, 51.00% of students are at or above grade level. Student groups that are outperforming the average are Filipino (53.91%) and White, not of Hispanic origin (53.43%). Santee School District is committed to providing high quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). We continue to support teachers with the implementation of a Guaranteed Viable Curriculum in Mathematics Programs (Math Expressions K-5, College Preparatory Mathematics 6-8). A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student has access to a highly effective teacher, and access to the same content, knowledge, and skills in each section or class. The district continues to provide professional learning to support deeper implementation of a mathematics program for all students as part of our

MTSS. The mathematics programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports, or more intensive instructional and curricular supports. (What Works in Schools: Translating Research into Practice, Marzano, 2003) We have also added iReady Mathematics for intervention and expanded learning, which all our educational partners have requested we continue for student practice beyond the school day. (Goal 1, Action 1, 2, and 5)

Santee School District will continue providing ongoing professional development around conceptual mathematics. Our Curriculum Resource Teachers continue to support school sites through modeled lessons, planning sessions, and side by side coaching (Goal 1, Action 6). The district will continue to engage K-5th grade teachers in professional learning around Cognitive Guided Instruction (CGI) and by the end of the 21-22 school year, 57% of our K-5 teachers will have received CGI training (Goal 1, Action 2). CGI is a research-based professional development model that has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn what students are thinking, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. It is a proven instructional process highlighted in the state frameworks (Goal 1, Action 2). Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999) is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. If teachers are to be expected to plan instruction based on their knowledge of students' thinking, they need some coherent basis for making instructional decisions. To address this problem, CGI was designed to help teachers construct conceptual maps of the development of children's mathematical thinking in specific content domains (Carpenter, Fennema, and Franke 1996). Developing strong conceptual mathematical skills is imperative for our students to experience success in our College Preparatory Mathematics (CPM) in grades 6 - 8 (Goal 1, Action 1).

Dreambox Math (Goal 1, Action 5) is a standards-aligned tutorial software that supports growth for all learners, regardless of math instructional level, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that individualize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References: ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from <http://www.atp.nist.gov/focus/als.htm> Page 8 of 120 Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper].

Retrieved from [http://www.dreambox.com/whitepapers/dreambox\\_helping\\_children\\_be\\_successful\\_in\\_math](http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math) Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from [http://www.dreambox.com/whitepapers/dreambox\\_adaptive\\_learning\\_for\\_math\\_proficiency](http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency)

The District's English Language Arts assessment scores for all students demonstrated similar achievement on our local and state assessments including the SBAC Interim Assessment blocks given in Trimester 1 and Trimester 2 and CAASPP. Based on our iReady diagnostic reading data, (58.00%) of students are at or above grade level. Student groups that are outperforming the average are Filipino

(60.43%), Black not of Hispanic origin (60.25%), and White not of Hispanic origin (59.91%). We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers (Goal 1, Action 12), provide the necessary supplemental and intensive support for students to show academic progress. We continue to support teachers with the implementation of a Guaranteed Viable Curriculum in English Language Arts/English Language Development Programs (Wonders K-5 Amplify 6-8). A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to a highly effective teacher, and access to the same content, knowledge, and skills in each section or class. The district continues to provide professional learning to support deeper implementation of a balanced literacy program for all students as part of our MTSS. The ELA/ELD programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports to more intensive instructional and curricular supports (Goal 1, Action 1). (What Works in Schools: Translating Research into Practice, Marzano, 2003) We have also added iReady English Language Arts for intervention and expanded learning, which all our stakeholders have requested we continue for student practice beyond the school day.

Measuring learning and monitoring progress:

Santee has a balanced assessment system, and each assessment administered is purposeful and used to create equitable learning for all students. Teachers administer the iReady English Language Arts and Mathematics diagnostic assessment as a screening tool. The purpose of this diagnostic is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This will also help teachers identify students who are at promise due to the school closures, and adjust instruction accordingly. iReady provides an individual pathway for students based on their needs. The iReady diagnostic is a district benchmark assessment, and will be administered three times during the school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. Using CAASPP interim assessments data with iReady data will help teachers plan for both whole group and small group instruction to meet the needs of all learners. Teachers use a gradual release of responsibility model to support students and seamlessly blend guiding students to success in independent work.

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

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

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District educators the opportunity for data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet



together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning. Schoolnet provides a district-wide assessment platform, dynamic tools to identify at promise students and personalize learning, as well as reporting and analysis tools. The program has robust instructional planning tools (digital lesson planner), formative classroom assessment scheduling and results shared with PowerTeacher Gradebook, and detailed student assessment results and summaries shared with the PowerSchool Parent Portal. References: Boudett, K., City, E., & Murnane, R. (2005). *Data Wise*. Cambridge, Massachusetts: Harvard Education Press. (Goal 1, Action 5)

With our 1:1 initiative (Goal 1, Actions 3, 4, 5, and 6) we have been able to continue a supplemental math and reading program to support all students through individualized learning for each child. We have found technology integration to be an effective practice supporting students in personalized goal setting and pacing at their individual level, more creativity in student work samples, greater access to information and increased quality of student work, greater collaboration among students and teachers on projects, and increased student motivation. The District continued to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System). School sites also purchase supplemental curriculum specific to their needs and site based context. Math core curriculum with digital component (Math Expressions: Houghton Mifflin Harcourt) selected by teachers. We added more curriculum to encourage students to participate in learning beyond the school day, which continues to be input from our educational partners. Due to the pandemic, we provided technology connectivity to all families including low income, foster youth and English learner families.

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

For 2020-21, our suspension rate decreased by (2.00%) to a rate of (0.40%), which we attribute to data that represents a modified instructional schedule due to the pandemic. The student groups of Asian, Filipino, Pacific Islander, and Two or More races had a suspension rate of (0.00%). Students with Disabilities declined by (0.7%), African American declined (3.5%), and Two or More Races declined (1.4%). The Asian, Hispanic, Socioeconomically Disadvantaged, White student groups maintained. Schools have focused on using Positive Behavior Interventions and Support, as well as Restorative Practices. We believe that as these programs and philosophies develop, coupled with the use of Other Means of Correction, the suspension rates will decline further. (A Cluster-Randomized Trial of Restorative Practices: An Illustration to Spur High-Quality Research and Evaluation: Acosta, J., Chinman, M., Ebener, P., Phillips, A., Xenakis, L., & Malone, P.) (Goal 2, Action 1) Based on our 4th – 8th Grade Panorama Climate & Culture Survey, (78.27%) of students responded favorably



for feeling safe at school. The 4th/5th grade respondents averaged (85%) responding favorably on this topic. English Learners responded above the average at (86%). Students Socioeconomically Disadvantaged fell below the 4th – 5th grade average by 2 percentage points at (83%). The 6th – 8th grade respondents averaged (73%) responding favorably on the topic of safety. The Asian student group generally scored higher by 4 percentage points at (77%).

Based on our 4th – 8th Grade Panorama Climate & Culture Survey, (71.15%) of students responded favorably for feeling a sense of belonging at school. The 4th/5th grade respondents averaged (79%) responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged (65%) responding favorably on the topic of school connectedness. The Filipino student group reported a 7 percentage point difference at (72%). In general, all other student groups reported similarly on the topic of school connectedness. This year we implemented our new Social Emotional Learning curriculum, Second Step. Additionally we have an MTSS system for referring students for additional supports as needed with our counseling team.

Santee Local Indicators:

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

## Reflections: Identified Need

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

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21 and 2021-22, therefore the following information is based on our local and state data and input from our educational partners. We provide our local and state metrics in an Executive Summary to share with our educational partners and used for LCAP input.

Evaluating the 2020-21 CAASPP English language arts and mathematics data, Santee School District found the following student groups as an opportunity to support academic progress. For English language arts, at-promise student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-promise student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

Based on our local assessment data (iReady Mathematics), student groups that are at-promise are Hispanic (47.16%) and Native Hawaiian

(44.00%), English Learners (29.78%), Students With Disabilities (27.76%), and Socioeconomically Disadvantaged (38.83%).

The District will employ additional General Education teachers in Grades 4-8 to significantly reduce class sizes for the 2021-22 and 2022-23 school years in order to address learning recovery needs and implement our comprehensive multi-tiered system of support (MTSS) (Goal 1, Action 16). We do see some differences in the student groups from our local data and the state standardized assessments (CAASPP). The following supports are implemented for continued academic progress for all students, including specialized supports for at-risk student groups.

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

Dreambox Math (Goal 1, Action 5) is a standards-aligned tutorial software that supports growth for all learners, regardless of math instructional level, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that individualize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

References: ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from <http://www.atp.nist.gov/focus/als.htm> Page 8 of 120 Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper].

Retrieved from [http://www.dreambox.com/whitepapers/dreambox\\_helping\\_children\\_be\\_successful\\_in\\_math](http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math) Dreambox Learning. (2014).

Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from [http://www.dreambox.com/whitepapers/dreambox\\_adaptive\\_learning\\_for\\_math\\_proficiency](http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency)

Students with exceptional needs will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students complete diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. The diagnostic for our Resource Specialist Program (RSP) students will be iReady; and our Special Day Class (SDC) students will be assessed using iRead, Read 180, or System 44. Students' days will consist of instruction with special education teachers and service providers, as well as independent time where students may be working on individualized instruction in research-based programs (iReady, Lexia, Read 180, System 44). Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Related services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Each teacher will keep records of the lessons, activities, and related services for each student. (Goal 1, Action 1 and 11)

The District's language arts assessment scores for Hispanic, Native Hawaiian or Other Pacific Islander, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners are at an at-promise performance level. Our local reading assessment showed student groups that are at promise are Hispanic (54.88%), Native Hawaiian or Other Pacific Islander (48.64%), Homeless (51.75%), English Learners (34.77%), students with a reported disability (30.92%), and Socioeconomically Disadvantaged (47.43%).

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

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

Supplemental support for students includes our Language Arts Specialists (LAS). To strengthen the pedagogy and knowledge of systematic approaches to reading instruction our Language Arts Specialists will attend a series of sessions designed to guide teachers, particularly reading specialists, coaches, intervention specialists, resource teachers, and teachers in special education settings as they learn to

incorporate a variety of Marie Clay's theories, procedures, and techniques into their small group and individual student literacy instruction. Language Arts Specialists and select Resource Specialist Teachers will also attend three days of training around Leveled Literacy Instruction (LLI), this training will provide support to our teachers as they utilize the district purchased LLI kits with their at promise groups, as well as supporting classroom teachers on how to best utilize these materials. For 2021-22, the District employed Instructional Assistants to work with General Education classes in order to assist the Language Arts Specialists in supporting student learning. (Goal 1, Action 17)

Site and District administrators will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model with a goal to positively impact student achievement. Administrators will have ongoing professional development on the ELA/ELD program to better serve the teachers through coaching. We are also offering reading assessment training and guided reading training for all of our TK-3 grade teachers over the next three years as part of our professional learning plan (Goal 1, Action 2).

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

We also have used our own local data collected in our student information system to monitor student attendance. We continue to show a decrease in our attendance rate. The district's overall Chronic Absenteeism during the 2020-21 school year increased from (2.18%) in 2019-20 to (12.60%). We have seen an impact on our attendance through the pandemic and it continues into this year. We believe that frequent data analysis, the further development of school-wide attendance incentive programs, an increase in the number of SART and SARB meetings, and parent education will support a decline in Chronic Absenteeism and increase in attendance as we experience a more stable in person learning environment. Over the last two years, our students and families have experienced disruption due to quarantine rules and testing positive for COVID. Four of our schools piloted "Nudge" letters throughout the year for students who have missed 10% or more of school and they were helpful when the issues were not related to the pandemic. They also held many empathy interviews with families to identify barriers and provide support; and are part of the county Improving Chronic Absenteeism Network (ICAN). Nudge letters have research supporting the improvement of attendance and chronic absenteeism through a randomized experiment using absenteeism information to "nudge" attendance: Rodgers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S. & Reitano, A (2017) (Goal 2, Action 3)

To decrease the number of students with Chronic Absenteeism, the district has a Director of Pupil Services coordinating and directing the work at school sites in collaboration with site administrators and teachers to address chronic absenteeism. We will continue to increase the intervention programs through SART contracts, SARB contracts, frequent data analysis, early parent education and contact, attendance incentives, and social and emotional supports for students. Additionally the Director of Pupil Services works with our counseling team to

support student attendance and chronic absenteeism, which includes home visitations and finding the right supports for the family by using empathy interviews. (Goal 2, Action 3)

Although our suspension rate decreased in 2020-21, we have seen a slight increase in the current year. In order to decrease the suspension rate, we will continue to fund our counselors and school psychologists within the district to design supplemental and intensified support services for these specific student groups (Goal 2, Action 2). We are also including a homeless liaison (counselor/social worker) to case manage our homeless students full-time. Our schools are also participating in professional development and implementation on programs such as Positive Behavioral Intervention Supports (PBIS), Restorative Practices, Sanford Harmony, and Trauma-Informed Care (Goal 1, Action 2). We have also implemented an adopted Social Emotional Learning (SEL) curriculum. The SEL curriculum serves all students with additional supplemental and intensified supports for serving students with increased behavioral or emotional supports within our MTSS. (Goal 1, Action 11)

Santee Local Indicators:

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

The educational partner engagement process resulted in five themes emerging as "High Value": These themes, and LCAP Actions and Services pertaining to them, are as follows:

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

2. PROFESSIONAL DEVELOPMENT: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students, with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for students in



need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and para-educators within our district. (GOAL 1, ACTIONS 2 and 6)

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: The District plans to employ 8.0 FTE counselors/social workers with 1.0 FTE dedicated to servicing Homeless students. Also, the District will continue to employ an additional school psychologist added last year. The District will continue to analyze and adjust school service levels based on need. The schools continue to improve the implementation of SEL curriculum to create universal SEL supports for students and the counselors provide more supplemental SEL supports. Our school psychologists and contracted services provide students more intensive SEL supports. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district will continue to more deeply implement our adopted Social Emotional Learning curriculum (Second Step). (GOAL 1, ACTION 11; GOAL 2, ACTION 2)

4. STRENGTHENING STUDENT CONNECTEDNESS: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. The District is using the additional resources provided to support in-person instruction to reduce class size, as one time funds into next year, given the unknown circumstances of the pandemic even into the 2022-23 school year. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school. (GOAL 1, ACTION 16)

5. STRENGTHENING FAMILY ENGAGEMENT: The District employs a Director, Community Collaborative to focus on helping parents to support their child(ren)'s learning and well-being. The Director provides parent workshops and serves as a liaison to inform and connect parents to various community and school resources. In February 2022, the District added a Director, Communication and Community Engagement to increase and improve communication with parents and the community. This work involves re-designing the District's web site, developing and implementing regular staff and parent newsletters, increasing the District's presence on social media, improving school and District apps, and making more resources available to parents through electronic means. (GOAL 3, ACTION 1)

## LCAP Highlights

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

The 2022-23 LCAP includes Actions and Services to address a variety of needs identified by our educational partners and to achieve the LCAP goals. These include:

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

a) The District employed additional General Education teachers for Grades 4-8 in 2021-22 to reduce class sizes and plans to continue this reduction in class size for 2022-23.

b) The District employed Instructional Assistants to support instruction in General Education classrooms and some of these assistants will support the implementation of our Universal PK program next year.

c) The District offered a 4 week Summer Academy Program for unduplicated pupil count students to accelerate learning recovery. The district will continue to offer this 4 week Summer Academy in 2022-23.

d) The District piloted new Science curriculum for Middle School grades in 2021-22 and we will be working on implementation in 2022-23. Additionally, the district will pilot science materials with our Elementary grades next year and the District will continue to provide various software programs for intervention including IReady and Lexia.

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

3) Social-Emotional Learning Support: The District will employ one homeless counselor liaison full time to case manage our students. In addition, the district will maintain 7 school counselors to help address the social-emotional needs of students as part of learning recovery. Also, the District will continue to employ an additional Psychologist. The district will also contract with an agency to provide more intensive mental health and wrap around services for our students.

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

5) Strengthening Family Engagement: The District employs a Director, Community Collaborative to assist families with needed services and resources. A new Director, Communication and Community Engagement was added during the 2021-22 school year and will continue into the subsequent years of the LCAP. By providing services, information, and opportunities for leadership, we will develop trusting relationships with our families as educational partners to support student learning.

Other key features of the LCAP include:

1) Bilingual Assistants to address the needs of English Learners

2) Language Arts Specialists and Intervention Resource Teachers to provide intervention services

3) Teachers on Special Assignment to provide coaching support for classroom teachers

4) Improving the District's digital network to support innovative instructional strategies; and staff productivity and effectiveness

5) Improve parent communication by fully implementing, and extending the use of, a District APP

6) Employ a Director, Communication and Community Engagement to expand and improve communication with staff, parents, and the community

7) Implement the Expanded Learning Opportunities (ELO) program, which will provide expanded learning opportunities to our unduplicated count students in the Summer and academic school year.

8) Administrative Interns to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Our LEA does not have any schools identified for CSI.

## ***Support for Identified Schools***

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

Our LEA does not have any schools identified for CSI.

## ***Monitoring and Evaluating Effectiveness***

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

Our LEA does not have any schools identified for CSI.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

We made a commitment to our educational partners to include last year's input in addition to this year's input due to the complexity of implementation on several actions over time. The District used the following process for educational partner input:

1. Developed a Needs Assessment
  - a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Achievement, and Engagement.
  - b. Assembled available data into a user-friendly format to report trends with data including prior years, or to establish baseline data
2. Developed an LCAP Executive Summary document for sharing with our educational partners and seeking input on the Supplemental Annual Update and the Annual LCAP process.
3. Provided a link on the District's website for educational partners to submit input via email throughout development of the LCAP.
4. Conducted meetings with bargaining units, Administrators, teachers, classified staff, DAC, DELAC, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide answers to guided questions. Answers were assembled in a database and categorized by themes. The following dates were for some of the educational partner input meetings:
  - a. Student Forums held from October 2021 through January 2022 at each school. Responses received from 296 students, of which 62.5%, or 185, were unduplicated count students.
  - b. LCAP Annual Review and Educational Partner Input meeting, including DAC and Special Education Advisory Committee on February 22, 2022
  - c. DAC and Special Education Advisory Committee draft review and question/comment generation on May 12, 2022
  - d. DELAC educational partner input meeting on February 25, 2022 with translation services
  - e. DELAC LCAP draft review and question/comment generation on May 13, 2022 with translation services
  - f. Consultation with certificated bargaining unit on March 28, 2022
  - g. Consultation with classified bargaining unit on April 18, 2022
  - h. School Principals discussed the LCAP with their school site councils in February and March of 2022.
  - i. Attended Countywide Foster Care Educational Partner meeting to obtain input on needs of Foster Youth
5. Educational Partners were provided qualitative and quantitative data on teacher credentialing, facilities conditions, instructional materials availability, test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information was consolidated into our Executive Summary used at all the above listed educational partner meetings
6. Categorized educational partner input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for educational partners:
  - a. Accelerated Learning
  - b. Professional Development
  - c. Social-Emotional Learning Support
  - d. Strengthening Student Connectedness

e. Strengthening Family Engagement

7. Provided a draft of our 2022-23 LCAP on the district website for all our educational partners to review prior to all public comment meetings
8. Advertised and conducted a public hearing to seek input on the LCAP at the June 7, 2022 Governing Board meeting
9. Adopted the LCAP at the June 21, 2022 Governing Board meeting.

A summary of the feedback provided by specific educational partners.

Educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. **ACCELERATING LEARNING:** Provide instructional materials focused on accelerating learning, reduce class size for more individualized attention, and employ intervention teachers, provide technology devices for all students, including TK students.
2. **PROFESSIONAL DEVELOPMENT:** Increase/sustain professional learning for staff in specific areas and provide more choice; instructional strategies for accelerating learning; focused professional learning for English Learners, Special Education, and other student groups
3. **SOCIAL-EMOTIONAL LEARNING SUPPORT:** Increase counseling services, increase mental health support, better implementation of the social-emotional learning curriculum (Second Step)
4. **STRENGTHENING STUDENT CONNECTEDNESS:** Reduce class size and caseloads, reduce/eliminate combo classes, emphasize personal relationships with students, provide more extracurricular activities and electives
5. **STRENGTHENING FAMILY ENGAGEMENT:** Provide more opportunities for parents to engage in meaningful partnerships within the school community and at the district level and improve and increase communication.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. **ACCELERATING LEARNING** for all students as part of our Learning Recovery Plan: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, adding Special Day Class teachers, and employing additional classroom teachers for General Education Grades 4-8 to reduce class size. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum; and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and

Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. The district will be offering a Summer Academy to support learning recovery and expanded learning time. The district will also be continuing to improve technology access and systems for more seamless transition for students' learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes. (GOAL 1, ACTIONS 2, 3, 4, 5, 9, 11, 16, 19, 20)

2. PROFESSIONAL DEVELOPMENT: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2022-23 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students, with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for students in need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and para-educators within our district. (GOAL 1, ACTIONS 2 and 6)

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: The District plans to employ 8.0 FTE counselors/social workers with 1.0 FTE dedicated to servicing Homeless students. Also, the District will continue to employ an additional school psychologist added last year. The District will also contract with a vendor to provide 2.0 FTE therapists to provide more intensive supports, when needed. The District will continue to analyze and adjust school service levels based on need. The schools continue to improve the implementation of SEL curriculum to create universal SEL supports for students and the counselors provide more supplemental SEL supports. Our school psychologists and contracted services provide students more intensive SEL supports. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district will continue to more deeply implement our adopted Social Emotional Learning curriculum (Second Step). (GOAL 1, ACTION 11; GOAL 2, ACTION 2)

4. STRENGTHENING STUDENT CONNECTEDNESS: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. The District is using the additional resources provided to support in-person instruction to reduce class size, as one time funds into next year, given the unknown circumstances of the pandemic even into the 2022-23 school year. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school. (GOAL 1, ACTION 16; GOAL 2, ACTION 1, 2 & 3)

5. STRENGTHENING FAMILY ENGAGEMENT: The District employs a Director, Community Collaborative to focus on helping parents to support their child(ren)'s learning and well-being. The Director provides parent workshops and serves as a liaison to inform and connect parents to various community and school resources. In February 2022, the District added a Director, Communication and Community Engagement to increase and improve communication with parents and the community. This work involves re-designing the District's web

site, developing and implementing regular staff and parent newsletters, increasing the District's presence on social media, improving school and District apps, and making more resources available to parents through electronic means. (GOAL 3, ACTION 1)

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient, improve our reclassification rate, and continue the implementation of the California English Learner Roadmap.
3. Continue to experience an increase in state and local student assessment data, especially in the area of literacy across all content areas.
3. Increase support and improve learning outcomes for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
6. Improve the district’s Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)
8. Provide early learning opportunities prior to Kindergarten.
9. Provide supplemental and intensified supports to student who require more academic support (MTSS).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts	2018-19 SBAC English Language Arts	2020-21 SBAC English Language Arts			SBAC English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scale score points distance from standard	<p>CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 5.2 points above African American: 15.6 points below Asian: 34.3 points above English Learner: 35.4 points below Filipino: 36.9 points above Hispanic: 11.7 points below Homeless: 19.0 points below Multiple races: 21.6 points above Socioeconomically disadvantaged: 17.7 points below Students with disability: 69.8 points below White: 10.2 points above</p> <p>2020-21 English Language Arts in progress. Results reported in July.</p>	<p>CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 6.2 points above African American: 27.7 points below Asian: 33.9 points above English Learner: -68.5 points below Filipino: 52.4 points above Hispanic: 12.1 points below Homeless: 17.0 points below Multiple races: 11.5 points above Socioeconomically disadvantaged: 16.6 points below Students with disability: 67.8 points below White: 14.0 points above</p> <p>District calculated due to suspension of the CA Dashboard</p>			<p>CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 15.0 points above African American: 1.0 point above Asian: 40.0 points above English Learner: 5.0 points below Filipino: 41.0 points above Hispanic: 10.0 points above Homeless: 1.0 point above Multiple races: 32.0 points above Socioeconomically disadvantaged: 5.0 points above Students with disability: 35.0 points below White: 20.0 points above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Scale score points distance from standard	<p>2018-19 SBAC Mathematics CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 10.2 points below African American: 51.6 points below Asian: 33 points above English Learner: 46.1 points below Filipino: 22.5 points above Hispanic: 30.7 points below Homeless: 28.1 points below Multiple races: 1.3 points above Socioeconomically disadvantaged: 34.8 points below Students with disability: 97.0 points below White: 2.6 points below</p> <p>2020-21 Mathematics in progress. Results reported in July.</p>	<p>2020-21 SBAC Mathematics CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 17.9 points below African American: 58.7 points below Asian: 26.9 points above English Learner: 85.0 points below Filipino: 21.1 points above Hispanic: 40.8 points below Homeless: 42.6 points below Multiple races: 14.9 points below Socioeconomically disadvantaged: 43.0 points below Students with disability: 93.4 points below White: 7.8 points below</p>			<p>SBAC Mathematics CA Dashboard Average Distance from Standard Met</p> <p>Student Groups All students: 5.0 points above African American: 20.0 points below Asian: 38.0 points above English Learner: 24.0 points below Filipino: 30.0 points above Hispanic: 1.0 point above Homeless: 1.0 point above Multiple races: 15.0 points above Socioeconomically disadvantaged: 5.0 points below Students with disability: 52.0 points below White: 10.0 points above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		District calculated due to suspension of the CA Dashboard			
CAASPP English Language Arts Percent of students standard met or exceeded	2018-19 55.67% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment  2020-21 English Language Arts in progress. Results reported in July.	2020-21 54.74% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment  Smarter Balanced Modified Form Testing			60.00% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment
CAASPP Mathematics Percent of students standard met or exceeded	2018-19 48.84% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment  2020-21 Mathematics in progress. Results reported in July.	2020-21 45.91% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment  Smarter Balanced Modified Form Testing			57.00% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment
CAASPP Science (CAST) Percent of students standard met or exceeded	2018-19 33.26% Meet or Exceed Standard as measured by the	2020-21 32.16% Meet or Exceed Standard as measured by the			45.00% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Science (CAST) assessment  2020-21 Science in progress. Results reported in July.	CAASPP Science (CAST) assessment			
California Alternative Assessment (CAA) English Language Arts	2018-19 25.81% achieving Level 2 or Level 3  2020-21 CAA English Language Arts in progress. Results reported in July.	2020-21 16.67% achieving Level 2 or Level 3			38.00% achieving Level 2 or Level 3
California Alternative Assessment (CAA) Mathematics	2018-19 12.91% achieving Level 2 or Level 3  2020-21 CAA Mathematics in progress. Results reported in July.	2020-21 4.35% achieving Level 2 or Level 3			28.00% achieving Level 2 or Level 3
Implementation of State Core Standards as measured by administrator classroom observation tool	2019-20 100% of classroom observation data with evidence of implementation of state standards	2020-21 100% of classroom observation data with evidence of implementation of state standards			Maintain 100% of classroom observation data with evidence of implementation of state standards
The percentage of English learner pupils	2019-20	2020-21			68.0 % of English Learners improving by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who make progress toward English proficiency; or any subsequent assessment of English proficiency	64.5% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)	46.7% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)			one proficiency level or maintaining Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)
Programs and services specific for English Learners to access California State Standards that support academic content knowledge and English Language Proficiency as measured by master schedule	2019-20 Master Schedule: 100% of English Learners enrolled in courses with credentialed teacher with authorization to deliver Designated and Integrated English Language Development instruction	2020-21 Maintained 100%			Master Schedule: Maintain 100% of English Learners enrolled in courses with credentialed teacher with authorization to deliver Designated and Integrated English Language Development instruction
English Learner Reclassification Rate	2019-20 14.20% of English Learners reclassified as Fluent-English Proficient (RFEP)	2020-21 7.60% of English Learners reclassified as Fluent-English Proficient (RFEP)			13.00% of English Learners reclassified as Fluent-English Proficient (RFEP)
Credentialed Teacher Rate	2019-20 100.0% of teachers credentialed	2020-21 Maintained 100%			100.0% of teachers credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Credentialed and Assigned Teacher Rate	2019-20 100.0% appropriately credentialed and assigned	2020-21 Maintained 100%			100.0% appropriately credentialed and assigned
Credentialed Teacher Teaching Outside of Subject Area Rate	2019-20 0% of teachers assigned outside of subject area	2020-21 Maintained 0.00%			0% of teachers assigned outside of subject area
Teacher of English Learners Mis-assignment Rate	2019-20 0% of teachers without English Language Development authorization	2020-21 Maintained 0.00%			0% of teachers without English Language Development authorization
Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials	2019-20 Maintained 100% of students with access to standards aligned textbooks	2020-21 Maintained 100%			Maintain 100% of students with access to standards aligned textbooks
Maintain pupil enrollment in a broad course of study for unduplicated count students and students with exceptional needs as measured by the master schedule as described	2019-20 Maintained 100% pupil enrollment in a broad course of study	2020-21 Maintained 100%			Maintain 100% pupil enrollment in a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
under ED code sections 51210 and 51220 (a-i), as applicable					
State School Facility Inspection Tool (FIT)	2019-20 3.13	2020-21 3.15			3.4

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Program	<p>BASE:</p> <p>Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> <li>1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1</li> <li>2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines</li> <li>3) School office staff in accordance with established staffing guidelines</li> <li>4) School Campus Aides in accordance with established staffing guidelines</li> <li>5) School Instructional Media Technicians in accordance with established staffing guidelines</li> <li>6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines</li> <li>7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments</li> <li>8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs)</li> <li>9) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional</li> </ol>	\$74,300,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>operations in accordance with periodic workload distribution analysis and needs assessments</p> <p>10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity</p> <p>11) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards</p> <p>12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations</p> <p>13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program</p> <p>14) Centralized services such as electricity, natural gas, water and sewer, phone; both landline and cellular, property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program</p> <p>15) Employee compensation structure and work environment that attracts and retains highly qualified staff</p> <p>16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP)</p> <p>17) Supplies, materials, and equipment needed to protect students and staff from transmission of COVID-19</p>		
1.2	Professional Development	<p>SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p>	\$1,861,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) 1 extra hour each day for up to 27 days per year for teachers to collaborate and engage in professional learning activities beyond their scheduled work day 2) Coding Academy for Grade K-8 teachers 3) Foundational Skills for Grade K-2 teachers 4) Literacy Continuity for Grade 3-8 teachers 5) Core Collaborative Work sessions with consultant 6) Cognitive Guided Instruction (CGI) training 7) Next Generation Science Standards (NGSS) curriculum including English Language Development (ELD) for English Learners 8) 4 day training for New Teacher Orientation including English Language Development (ELD) for English Learners 9) ELA Training for teachers including English Language Development (ELD) for English Learners and Guided Language Acquisition Development (GLAD) strategies 10) Combination class planning sessions 11) Amplify Curriculum Training - includes ELD component 12) College Preparatory Mathematics (CPM) Curriculum Training 13) History/Social Science Curriculum Training - includes ELD component 14) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies 15) Classified staff will be offered 2 days of training in first aid, CPR, and AED use 16) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager 17) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff 18) Professional Learning Plan stipends for teachers to engage in professional learning outside their work day		
1.3	Technology Devices	SUPPLEMENTAL:	\$37,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; including low socio-economic students, Foster Youth, English Learners, and students with disabilities; and for teachers and classified instructional staff to support student learning.		
1.4	Technology Infrastructure and Support	<p>SUPPLEMENTAL:            Provide a robust, reliable, secure, and scaleable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete - Amount of annual set-aside varies each year depending on need and available funds</p> <p>2) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies</p> <p>3) Provide 1.0 FTE Director, Instructional Technology to plan and coordinate provision of digital resources for teachers and students</p>	\$1,691,000.00	Yes
1.5	Digital Learning Software Systems	<p>SUPPLEMENTAL:            Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students; including low socio-economic students, Foster Youth, English Learners, and students with disabilities. Software to include:</p> <p>1) Achieve 3000 - includes ELD component</p> <p>2) Dreambox - includes ELD component</p> <p>3) Safari Montage</p>	\$217,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4) SchoolNET 5) SeeSaw		
1.6	Curriculum Resource Teachers	<p>SUPPLEMENTAL: Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) 3.0 FTE planned for General Education for all years of the LCAP 2) NEW FOR 2022-23: 1.0 FTE planned for Special Education for 2022-23 and 2023-24 only 3) NEW FOR 2022-23: 1.0 FTE planned to supplement Professional Development through 2025-26</p>	\$590,000.00	Yes
1.7	Curriculum Leadership Team	<p>SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <p>1) Science curriculum pilot for Elementary Grades for 2022-23 2) Implementation of Science curriculum</p>	\$8,000.00	Yes
1.8	Supplemental School Personnel	<p>TARGETED: Provide funding for schools to employ supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for low socio-</p>	\$195,000.00	No



Action #	Title	Description	Total Funds	Contributing
		economic students, Foster Youth, English Learners, and students with disabilities as defined in their Single Plan for Student Achievement (SPSA)		
1.9	Bilingual Assistants	TARGETED: Employ Bilingual Assistants for schools to support English Learner students in literacy and all content areas to support English Language Acquisition under the direction of a certificated teacher: 1) 5.25 FTE planned for all years of the LCAP	\$225,000.00	Yes
1.10	Summer Academic Program	SUPPLEMENTAL: Operate a 4 week Summer Program to promote learning recovery with integration of digital resources for low socio-economic students, Foster Youth, English Learners, and students with disabilities	\$221,000.00	No
1.11	Supplemental Instructional/Intervention Materials	SUPPLEMENTAL: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Social/Emotional Learning Curriculum 2) Read 180 and System 44 for Students with Disabilities (Special Education) 3) RAZKIDS - (school discretion) 4) Fountas and Pinnel LLI Kits - includes ELD component - (school discretion) 5) LEXIA - includes ELD component (District purchase) 6) IReady English Language Arts and Math - includes ELD component (District purchase) 7) Imagine Learning (District purchase)	\$326,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		8) Rosetta Stone for EL Students (District Purchase) 8) Other supplemental evidence based instructional resources for English Language Acquisition 9) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs		
1.12	Language Arts Specialists	SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning with at promise students including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 9.0 FTE for General Education 2) 7.0 FTE additional provided for 2021-22 and 2022-23; 4.5 FTE additional provided for 2023-24 3) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 4) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students	\$2,090,000.00	Yes
1.13	Transitional Kindergarten Program	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten including low socio-economic students, Foster Youth, English Learners, and students with disabilities	\$0.00	No
1.14	Early Admission to Kindergarten Program	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program including low socio-economic students, Foster Youth, English Learners, and students with disabilities	\$281,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Santee Success Program	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-potential students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)	\$161,000.00	Yes
1.16	Class Size Reduction for Grades 4-8	SUPPLEMENTAL: Temporarily reduce class sizes in General Education Grades 4-8 to enhance safety and promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21 which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Employ additional teachers for 2021-22 and 2022-23 only - Amount of additional teachers and resulting class sizes will vary each year depending on available Federal COVID funds 2) Install portable classrooms at certain schools, as needed	\$1,189,000.00	No
1.17	Instructional Assistants	SUPPLEMENTAL: DISCONTINUED ACTION: Provide Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21: 1) Planned and funded for 2021-22 only	\$0.00	No
1.18	Alternative School Instructional Supports	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: Provide temporary additional instructional supports to the Alternative Education Program	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		to enhance services provided to students whose parents/guardians prefer this option over traditional, in-person instruction		
1.19	Before/After School Program	SUPPLEMENTAL: NEW FOR 2022-23: Operate a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners (see ELOP Plan)	\$3,462,000.00	No
1.20	Admin Interns	SUPPLEMENTAL: NEW FOR 2022-23: Provide Admin Interns at certain schools with high needs to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication	\$183,000.00	Yes

## Goal Analysis [2021-22]

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

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

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. The District did experience some challenges in providing planned Professional Development (PD) activities due to a shortage of substitutes. During high periods of staff COVID related illnesses, the District was forced to cancel or postpone some PD opportunities. Due to staffing shortages and difficulty in recruiting enough applicants, the District experienced delays in hiring for some positions including the General Education Instructional Assistants.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 2: Math tasks/training and GLAD were not conducted, and CGI training was scaled back, due to lack of subs. Training for Instructional Assistants was done at school sites rather than through release or extra hours.

Action 5: Payment for Seesaw (\$19,000) was inadvertently excluded from the budget.

Action 7: Budgeted for 25 teachers but only used 9 teachers for the Science curriculum pilot.

Action 8: Schools added more supplemental staff than expected due to higher needs. Supplemental staff -- an Intervention Resource Teacher, a Social Worker, an Instructional Assistant, and two Community Liaisons -- were employed at Hill Creek, Pepper Drive, and PRIDE Academy.

Action 9: Negotiated compensation increases for 2020-21 generated retroactive and one-time bonus payments not originally included in the Adopted Budget.

Action 10: Summer Academy Program was provided to nearly 500 students but actual costs were considerably less than estimated.

Action 11: The District purchased a 3 year license for Iready, rather than 1 year, in order to obtain a significant multi-year discount.

Action 14: Budgeted for 5 EAK teachers; actual need was 4.

Action 18: Originally budgeted for only an SDC teacher. After budget adoption, the District added 2 General Education teachers.

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

The District experienced a slight decrease in SBAC Math and SBAC English Language Arts scores and attributes this decrease to less instructional time using a Hybrid model in response to the pandemic. Additional interruptions to instructional time occurred with a large increase in absences due to quarantines and testing positive for COVID.

We also experienced a slight decrease in our local assessments this year and we attribute this to similar factors as stated above for State assessments. Overall, despite the interruptions to instruction, assessment data indicates students maintained, or only slightly decreased, their skill levels in ELA and Mathematics. Due to the implementation of specific LCAP actions that use a multi-tiered system of support, we were able to minimize the impact of pandemic restrictions on instruction and learning. The District's commitment to in-person learning was a key driver in maintaining the integrity of our educational system and completing implementation of LCAP actions for students.

It takes time for teachers to more fully understand new curriculum and learning software and it is not uncommon for a district to experience an implementation dip as evidenced by several researchers such as Michael Fullan and Andy Hargraves work in the area of school improvement. Our district uses a cycle of inquiry to improve practices based on summative data and informal collection of student learning.

Some of the following action steps have been attributed to supporting growth on our local measures, which include the following:

Approximately 6500 iPads are available for Grade TK - 8 students and we are preparing to replace all student iPads for the 2023-24 school year. We have found technology integration to be an effective practice supporting students in personalized goal setting and pacing at their individual level, more creativity in student work samples, greater access to information and increased quality of student work, greater collaboration among students and teachers on projects, and increased student motivation.

The District continued to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System). School sites also purchased supplemental curriculum specific to their needs and site based context. Dreambox Learning has been effective in supporting individualized learning experiences in mathematics. ELA/ELD core curriculum, with a digital component (Wonders: K-5 and Amplify 6-8), was selected by a teacher pilot committee and has been instrumental in providing support to students. This comprehensive ELA/ELD program also provides supports for English Learners. Achieve 3000 has effectively supported reading growth for all students and each student has increased his/her lexile level in reading. We have also added an independent assessment for measuring Lexile levels for grades 3-8 through iReady. SchoolNet has been an effective tool for teachers to monitor student learning over the school year and determine next steps for improving growth for each individual child in the classroom.

Teachers on Special Assignment have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson study, just in time instructional feedback, and grade level PLCs to support improving student learning and outcomes. We have taken numerous steps in our Professional Development plan to increase the opportunity for teachers to learn, synthesize ideas, and put these ideas into practice. These new learning opportunities translate into better student outcomes. Teachers self select their options at our districtwide professional learning days. Each school has designed a time for professional learning into their school calendars and teachers have the opportunity to write their own personalized learning plan (PLP) for a stipend. To receive the stipend, the teachers demonstrate how the learning is applied in their classroom. We have seen an increase in teacher participation over time.

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

Our educational partners indicated that certain schools would benefit from more administrative support to improve the learning environment. Consequently, the District will provide 2 Administrative Interns for certain schools to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities, and to improve parent engagement and communication.

The Before/After School Program is being added to implement the Governor's plan for extending learning time for unduplicated pupil count students. The TK program will continue in an expanded format but is being moved to the Core/Base program since it will now be a required program for all school districts. The General Education Instructional Assistants were only planned and funded for 2021-22. Some of these Instructional Assistants will be moved to the expanded TK program to reduce the adult to student ratio, as required by new legislation, and will be included in the Core/Base program.

Based on input from our educational partners and metrics in the Reflections: Identified Need section of the LCAP, the District is adding a Curriculum Resource Teacher, funded from Educator Effectiveness Funds, to enhance professional learning opportunities for teachers, administrators, and classified staff. A 5th Curriculum Resource Teacher is being added for 2 years to specifically support Special Education teachers using one-time learning loss funds.

Finally, Action 18 for the Alternative School is being moved back to the Core/Base Program. The Alt School was temporarily expanded in 2021-22 to provide an alternative for parents not desiring in-person instruction during the pandemic. A survey was conducted in Spring 2022 to determine how many of the 60+ students in the program desired to continue for 2022-23. Only 18 indicated they would stay in the Alt School Program. The remainder indicated they would return to their home school.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	2019-20 (Based on 143 day school year due to school closures): 96.0%	2020-21 94.23%			97.0%
Chronic Absenteeism Rate: Percent of students absent more	2019-20 (Based on 143 day school year due to school closures):	2020-21 All students: 12.6% African American: 16.5%			All students: 3.0% African American: 4.5% Asian: 2.5%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that 10% of school days enrolled	All students: 4.4% African American: 6.3% Asian: 3.2% English Learner: 4.7% Filipino: 3.6% Hispanic: 5.0% Homeless: 10.1% Multiple races: 2.6% Socioeconomically disadvantaged: 6.5% Students with disability: 7.5% White: 4.0%	Asian: 3.9% English Learner: 15.1% Filipino: 7.3% Hispanic: 17.1% Homeless: % Multiple races: 12.2% Socioeconomically disadvantaged: 19.7% Students with disability: 17.1% White: 10.6%			English Learner: 3.5% Filipino: 3.0% Hispanic: 4.0% Homeless: 8.0% Multiple races: 2.0% Socioeconomically disadvantaged: 5.0% Students with disability: 6.0% White: 3.0%
Suspension Rate: Percent of students	2019-20 (Based on 143 day school year due to school closures): All students: 2.4% African American: 3.0% Asian: 1.2% English Learner: 1.9% Filipino: 0.9% Hispanic: 2.4% Homeless: 3.3% Multiple races: 2.9% Socioeconomically disadvantaged: 3.4% Students with disability: 5.4% White: 2.4%	2020-21 All students: 0.4% African American: 0.7% Asian: 0.0% English Learner: 0.2% Filipino: 0.0% Hispanic: 0.6% Homeless: 1.2% Multiple races: 0.1% Socioeconomically disadvantaged: 0.6% Students with disability: 1.4% White: 0.4%			All students: 2.0% African American: 2.2% Asian: 0.8% English Learner: 1.2% Filipino: 0.7% Hispanic: 1.8% Homeless: 2.2% Multiple races: 2.6% Socioeconomically disadvantaged: 2.4% Students with disability: 3.4% White: 2.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (Grade 7) School Connectedness	2019-20 63% of students responding "High" on School Connectedness	2020-21 70% of students responding "High" on School Connectedness			68% of students responding "High" on School Connectedness
Expulsion Rate: Percent of students	2019-20 0.0% of students expelled	Maintained 0.0%			0.0% of students expelled
Middle School Dropout Rate: Percent of Students	2019-20 0.0% of students dropping out of middle school	Maintained 0.0%			0.0% of students dropping out of middle school
Climate of Support for Academic Learning Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 84% Favorable Middle School (6-8) 86% Favorable	2021-22 Elementary (grades 3-5) 87% Favorable Middle School (6-8) 84% Favorable			Elementary (grades 3-5) 87% Favorable Middle School (6-8) 89% Favorable
Knowledge and Fairness of Discipline, Rules and Norms Panorama CORE Student Survey: Climate & Culture Fall Survey	2020-21 Elementary (grades 3-5) 86% Favorable Middle School (6-8) 81% Favorable	2021-22 Elementary (grades 3-5) 85% Favorable Middle School (6-8) 81% Favorable			Elementary (grades 3-5) 89% Favorable Middle School (6-8) 84% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students responding "Favorably"					
Sense of Belonging (School Connectedness) Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 70% Favorable	2021-22 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 69% Favorable			Elementary (grades 3-5) 84% Favorable Middle School (6-8) 73% Favorable
Safety Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 85% Favorable Middle School (6-8) 73% Favorable	2021-22 Elementary (grades 3-5) 74% Favorable Middle School (6-8) 63% Favorable			Elementary (grades 3-5) 88% Favorable Middle School (6-8) 76% Favorable
Growth Mindset Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 79% Favorable Middle School (6-8) 71% Favorable	2021-22 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 72% Favorable			Elementary (grades 3-5) 82% Favorable Middle School (6-8) 74% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-Management Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 76% Favorable	2021-22 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 75% Favorable			Elementary (grades 3-5) 84% Favorable Middle School (6-8) 79% Favorable
Social Awareness Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 68% Favorable	2021-22 Elementary (grades 3-5) 74% Favorable Middle School (6-8) 70% Favorable			Elementary (grades 3-5) 79% Favorable Middle School (6-8) 71% Favorable
Self-Efficacy Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 68% Favorable Middle School (6-8) 59% Favorable	2021-22 Elementary (grades 3-5) 65% Favorable Middle School (6-8) 61% Favorable			Elementary (grades 3-5) 71% Favorable Middle School (6-8) 65% Favorable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Well-Being Initiatives	SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives and train staff on	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>implementation which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> <li>1) Continue use of Thrively APP for middle school students to identify their interests and career choices. Encourage schools to offer middle school elective courses in career exploration.</li> <li>2) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being</li> <li>3) Develop and implement various performing and visual arts electives and opportunities</li> <li>4) Conduct two Panorama student surveys each year to determine the level of safety and connectedness felt by students</li> </ol>		
2.2	Student Mental Health Initiatives	<p>SUPPLEMENTAL: Employ Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, English Learners, and students with disabilities; and parents toward College and Career Readiness</p> <ol style="list-style-type: none"> <li>1) 8.0 FTE to service schools and 1.0 FTE dedicated to managing caseload for Homeless students</li> <li>2) NEW FOR 2022-23: Contract with vendor to provide 2.0 FTE therapists for more intensive supports</li> <li>3) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities</li> <li>4) Track progress for students who are chronically absent and provide support</li> <li>5) 0.50 FTE of Director Community Collaborative and 0.25 FTE of Director, Pupil Services for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students</li> </ol>	\$1,251,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Student Attendance Improvement	<p>SUPPLEMENTAL:            Develop and implement a comprehensive student attendance improvement plan to include:</p> <ol style="list-style-type: none"> <li>1) 0.50 FTE Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism</li> <li>2) Attendance incentives</li> <li>3) Regular data analysis to identify issues early</li> <li>4) Increased focus on chronic absentee students to monitor and track progress</li> <li>5) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities</li> <li>6) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals</li> </ol>	\$101,000.00	Yes

## Goal Analysis [2021-22]

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

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

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. Our attendance rate declined significantly due to COVID quarantines and illnesses. In response, the Director, Pupil Services and Counselors are working closely with families to connect them with needed resources and services. Our schools have been offering independent study contracts to students out for an extended period of time and teachers connect with students regularly to support them while completing the independent study contract. The short-term independent study program has been a significant challenge to fully implement, since parents have the option of declining this service, and some have.

Counselors have seen a significant increase in student self-referrals for anxiety, especially from middle school students. It was important this year to have increased counseling support as students returned to full-time, in-person learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 1: Suicide Prevention Training was conducted that was not originally included in the Adopted Budget.

Action 3: Compensation increase provided to Management team for 2020-21 and 2021-22 which included retroactive payments, a new salary schedule step, and longevity increments not originally included in the Adopted Budget.

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

The increase in counseling services has allowed more students to receive 1:1 sessions, group sessions, and classroom based lessons. Counselors have also been able to focus more on behavioral and attendance issues. They help all students in the areas of academic achievement, personal social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. They also serve on the site based Multi-Tiered System of Support (MTSS). The district has established a focus area on safe schools to increase the level of student connectedness and a sense of feeling safe at school directly related to this goal.

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

Our educational partners and metrics in the Reflections: Identified Need section of the LCAP continue to emphasize the need for more counseling support. Prior to 2021-22, the District operated with 7.0 FTE counselors/social workers. Using one-time funds, 2.0 FTE counselors were temporarily added in 2021-22 to support students moving back to full-time, in-person learning. Since our educational partners have indicated that our homeless students need more active case management to address their unique needs, the District will shift 1.0 FTE of the additional counselors to focus exclusively on case managing homeless students starting in 2022-23. In addition, the District is contracting with Wellness Together to provide two full-time therapists to support students with more intensive needs. In 2021-22, we increased our level of school psychologists to add to the comprehensive team to support individual students, both in special education and general education (Goal 1, Action 1), and this will continue for 2022-23. Although some of these other programs are funded under basic services for our district, there is a coordination effort in supporting students with our counseling team.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

1. Increase parent participation in programs and volunteer activities as measured by the number of parent volunteers and volunteer hours
2. Seek parent input for the decision-making process at the district and site level for all students, including unduplicated students and students with exceptional needs, as measured by number of parents participating in district and site committees and meeting minutes
3. Strengthen home to school connection
4. More parent education workshops on how to support their children
5. Increase and improve communication with parents and the community

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/community volunteer hours	27,641 volunteer hours	Metric suspended due to COVID-19 restrictions			40,000 volunteer hours
Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)	260 participants	253 participants			270 participants



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs	Number of workshops and events that were advertised by flyer: 32	26 Flyers			Number of workshops and events that were advertised by flyer: 50

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	<p>SUPPLEMENTAL:            Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities:</p> <ol style="list-style-type: none"> <li>1) 0.50 FTE of Director Community Collaborative to oversee improving and increasing parent involvement</li> <li>2) Provide 1.0 FTE Director, Communication and Community Engagement to improve parent engagement</li> <li>3) Continue use of District APP to improve parent communication and engagement</li> <li>4) Design at least 3 parent outreach programs that incorporate each school's instructional program for delivery to parents and families</li> </ol>	\$236,000.00	Yes

## Goal Analysis [2021-22]

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

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

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. Due to pandemic restrictions, the District cancelled in-person parent workshops. On-line opportunities were provided but were not well attended.

Due to pandemic restrictions, parents have not been allowed on campus to volunteer as has been done in the past. The District ordinarily appreciates and welcomes parents to participate in various volunteer opportunities and their child's learning. These restrictions have made it difficult to continue improving parent engagement.

In September 2021, the District conducted a communications survey with both staff and parents to determine the effectiveness of current communication strategies and identify areas for improvement. Survey results indicated a need to increase the frequency of communications and use various methods. Consequently, in February 2022, the District hired a Director, Communication and Community Engagement to improve communications between the District, parents, and the broader community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the District assumes a variance of 10% or more to be a material difference:

Action 1: Long-time Director, Community Collaborative retired and replaced with new hire at a lower rate. The parent workshops were not completed in 2021-22 and will be included for 2022-23.

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

With hiring of the new Director, Communication and Community Engagement, the District has been able to re-design its website, enhance use of the District APP, provide regular electronic newsletters to staff and parents, and better respond to social media posts and inquiries.

With the use of on-line methods for parent meetings, we have experienced an increase in participation for District and site committees.

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

Our educational partners and metrics in the Reflections: Identified Need section of the LCAP continue to indicate the importance of parent and family engagement. For 2022-23, the District plans to offer at least three (3) workshops to help parents in their role; and develop their understanding of the instructional program and how they can help their child(ren) to succeed. In addition, the District will continue to employ the Director, Communication and Community Engagement to expand and improve communication with parents, staff, and the community.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,548,878	\$0.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.46%	0.00%	\$0.00	7.46%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

**Goal 1, Action 2: PROFESSIONAL DEVELOPMENT**  
 This action is based on our need to improve outcomes for at-risk student groups, as identified by our educational partners. Specifically, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics. Overall, the percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-risk student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-risk student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

To address these needs, during the development of a comprehensive professional development plan, the District considers the needs of unduplicated count students and the achievement status of these groups in relation to all students in order to offer evidenced based professional development opportunities targeted towards improving their achievement. For 2022-23, this includes training for new teachers, 4th and 5th grade ELA teachers, and workshops focused on Guided Language Acquisition Development (GLAD) strategies. Teachers will respond to identified learning and language needs through differentiation of instruction by content, process, or product. Differentiation will provide flexibility in the ways in which students access and engage in learning, and provide varied opportunities for students to demonstrate

their learning. In addition to differentiation, teachers will scaffold instruction to facilitate access to content standards based on language and learning needs. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content. Our staff has been engaging in professional learning around using culturally responsive teaching methods and we will continue this work to build capacity throughout the district. The district will also continue the professional learning focused on Cognitive Guided Instruction to support improving student outcomes in mathematics. Each year we have a cohort of teachers that engage in a 3 year learning cycle to improve their mathematical instructional practice. This work supports closing the performance gap for our unduplicated count students.

We expect these actions will increase the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum and professional development for mathematics instruction. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaborative planning with peers, and develop methods for personalizing learning for unduplicated count students. Our comprehensive professional development plan is based on supporting these specific student groups and analyzing for effectiveness. The district offers evidence based professional learning and monitors implementation and student progress.

#### Goal 1, Action 3: TECHNOLOGY DEVICES

This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners. This action also provides access and equity for all student groups. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-promise student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-promise student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

To address these needs, this action allows us to personalize the learning environment for all students through our digital 1:1 learning program. IPADs give all students, by grade span, access to on-line resources, digital instructional materials, and software applications to improve their learning, spark wonder and awe, and increase their creativity. Our objectives are to personalize learning for each student based on standards and individual need using technology devices. Unduplicated count students benefit from individualized applications and software specific to their instructional needs. The Digital 1:1 Learning Initiative includes Action Steps to set-aside funds to replace/refresh devices as they become obsolete, to improve network infrastructure, and to provide adequate technical staff to support the initiative.

We expect that the district-wide use of supplemental funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to engage students in critical thinking, collaboration, creativity and communication skills. The 1:1 initiative also provides access to, and equity for, programs and resources throughout the District and for all student groups.

As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement, and leads into authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer supported learning environments, such as Edmodo, students have shown increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996).

#### References:

Beckmann, E. A. (2010). Learners on the move: Mobile modalities in development studies. *Distance Education*, 31(2), 159-173.

Bialo, E. R., & Sivin-Kachala, J. (1996). The effectiveness of technology in schools: A summary of recent research. *SLMQ*, 25(1), 1996. Page 75 of 114

Kulik, J. A. (1994). Meta analytic studies of findings on computer-based instruction. in E.L. Baker and H.F. O'Neil (Eds.). *Technology Assessment in Education and Training*, Hillsdale, NJ: Erlbaum.

Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education.

PLoS ONE 10(12): e0144008. doi:10.1371/journal.pone.0144008

Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann, (Ed.). *CSCL: Theory and practice of an emerging paradigm*. Mahwah, NJ: Erlbaum.

#### Goal 1, Action 4: TECHNOLOGY INFRASTRUCTURE AND SUPPORT

As identified by our educational partners, this action is based on our need to provide a robust, reliable, and scaleable digital network to support instructional technology.

To address these needs, in 2020-21, through survey and other feedback methods, we determined that some students had access to devices and the Internet beyond the school day while others did not. Our 1:1 initiative to provide devices and Internet access for every student is an endeavor to allow our foster youth, English learners, low socio-economic students, and students with disabilities to have a device at school and at home. This allows them to engage in learning and access curriculum and tools that are specific to their needs, which provides them a level of independence beyond the school day and creates equity for programs and resources throughout the District. This action includes setting aside funds in a Technology Reserve to replace end user devices for students, teachers, and instructional assistants when they become obsolete; and to replace and upgrade network equipment and pathways, when necessary. This helps ensure the digital network remains functional, reliable, robust, and able to adapt to changes prompted by revised industry standards, new instructional strategies, and innovative ideas.

We expect that the District's long-term plan to protect its investment in digital resources will ensure their availability for students, teachers, and staff well into the future and allow the District to provide access to, and equity for, programs and resources throughout the District and for all student groups.

#### Goal 1, Action 5: DIGITAL LEARNING SOFTWARE SYSTEMS

This action is based on our need to improve outcomes for at-risk student groups, as identified by our educational partners. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-risk student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-risk student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

To address these needs, Digital Learning Software Systems include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software includes Achieve 3000 or equivalent, Dreambox, Safari Montage, SchoolNET, Seesaw (learning management system), and Typing Agent. These programs are used to supplement our core curriculum and provide targeted intervention as part of our MTSS.

We expect that the use of several supplemental programs will make a difference for unduplicated count students, including students with disabilities, as part of our MTSS program. Dreambox Math is standards aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that personalize learning with games and themes that feel game-like, increase engagement, as does collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014).

#### References:

ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from <http://www.atp.nist.gov/focus/als.htm>

Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from [http://www.dreambox.com/whitepapers/dreambox\\_helping\\_children\\_be\\_successful\\_in\\_math](http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math)

Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from [http://www.dreambox.com/whitepapers/dreambox\\_adaptive\\_learning\\_for\\_math\\_proficiency](http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency)

Achieve3000® provides students in grades 3 - 8 with differentiated instruction for nonfiction reading and writing tailored to each student's Lexile® reading level (Achieve3000, 2016). Achieve3000 systems are designed to meet the needs of classrooms with a diverse mix of student reading abilities; every student reads the same grade-appropriate content at their individual reading level, empowering students to participate in whole-class instruction and discussion. Achieve 3000's adaptive content system integrates ongoing assessment, engaging nonfiction content, and linguistic supports for struggling readers and English Learners. The system accelerates learning gains and empowers all students to build critical college and career literacy skills (Achieve3000, 2016).

Achieve 3000's 2014-2015 National Lexile Study, with a sample size of nearly 880,000 students in grades 2 - 12, indicated that students who complete at least two reading activities per week, on average, achieved two times the Lexile growth expected through typical instruction (Achieve3000, 2015). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School



District the data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning:

A district-wide assessment platform; Dynamic tools to identify struggling students and personalize learning; Reporting and analysis tools; Robust instructional planning tools (digital lesson planner); Formative classroom assessment scheduling and results shared with PowerTeacher Gradebook; Detailed student assessment results and summaries shared with the PowerSchool Parent Portal.

References:

Boudett, K., City, E., & Murnane, R. (2005). *Data Wise*. Cambridge, Massachusetts: Harvard Education Press.

Pearson. (2012). *Austin Independent School District – A Success Story* [White paper]. Retrieved from

<http://www.pearsonschoolsandcolleges.com/pdf/casestudies/pearson-austin-2012.pdf>

#### Goal 1, Action 6: CURRICULUM RESOURCE TEACHERS

As identified by our educational partners and our need to improve outcomes for at-risk student groups, as identified by our educational partners. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-risk student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-risk student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

To address these needs, we will provide 4.0 FTE centralized Teachers on Special Assignment (“TOSAs”) and 1.0 FTE of a TOSA with a specialized academic credential to work with classroom teachers at all schools. This will enhance and improve teaching methods for all students, including unduplicated count students and students with exceptional needs, in the areas of English Language Arts, Mathematics, and Science. Classroom and Intervention Resource Teachers need coaching support in order to accelerate learning for English learners, Foster Youth, low socio-economic students, and students with disabilities; all of whom have the highest need. Based on a review of assessment data, this need has intensified as the District plans for the 2022-23 school year following Pandemic related school closures, disruptions, and reduced classroom time. The Curriculum Resource Teachers will provide this coaching support, which directly benefits unduplicated pupil count students. TOSA’s work assignments are divided between schools. However, schools with higher concentrations of unduplicated students will receive proportionately more services from the TOSAs to provide specialized assistance for teachers with unduplicated count students in their classrooms.

We expect that the use of district-level Teachers on Special Assignment allows the District to target its services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of California state standards, instructional support for our 1:1 digital initiative, and personalized learning experiences for students, especially unduplicated count students. Our TOSA’s are integral in our comprehensive professional development plan as noted above in Goal 1, Action 2.

#### Goal 1, Action 7: CURRICULUM LEADERSHIP TEAM

This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-promise student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-promise student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

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

We anticipate that the teachers will engage in evidenced based practices that will support the improvement of these at-promise student groups. Classroom-based action research involves teachers conducting collaborative, evidence based investigations into their own classroom routines and instructional practices with a view to understanding how to improve the quality of their practice. Teachers use qualitative and quantitative measures to evaluate the effectiveness of curriculum and instructional practices over time with a specific focus on improving outcomes for unduplicated count students.

#### Goal 1, Action 8: SUPPLEMENTAL SCHOOL PERSONNEL

As identified in the Identified Needs and Metrics sections of the LCAP and our educational partners, certain schools need additional staff to provide support for reading and mathematics instruction.

To address this need, we provide funding to each school based on the percentage of unduplicated count students to pay for additional teaching support with consideration for student group data and identified need. Intervention teachers and intervention instructional assistants play a role in assisting students to realize their potential. Certain schools will hire additional staff, as needed, to provide reading and mathematics support for students to improve student outcomes for students with disabilities, English Learners, and low socio-economic students.

We expect that the intervention support staff provides expertise and intentional supports to identify students' strengths and build on these strengths toward content mastery. The support staff works collaboratively with classroom teachers to provide more targeted instruction as part of our MTSS. Furthermore, additional intervention support staff increases the number of adults available to support all unduplicated count students and improve student outcomes through interventions.

#### Goal 1, Action 9: BILINGUAL ASSISTANTS

As identified by our educational partners and ELPAC scores and CAASPP scores for English Learners, this action is based on our need to



improve outcomes for at-promise English Learners due to English Language Acquisition needs.

To address this need, we will provide 12 Bilingual Assistants (5.25 FTE) to support English Language Learners. The bilingual assistants support the classroom teachers with integrated ELD instruction and follow-up practice from designated ELD instruction.

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

#### Goal 1, Action 10: SUMMER ACADEMIC PROGRAM

As identified by our educational partners, this action is based on our need to improve outcomes for at-promise student groups. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-promise student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-promise student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

To address these needs, during the summer, a 4 week session is offered to unduplicated count students to receive additional instructional support in all academic areas and help them reach their unique potential. Unduplicated count students invited to this program receive English Language Arts and Mathematics instruction integrated through the curriculum to maintain skills. Research studies have found that summer learning loss disproportionately affects low-income students as they lose substantial ground in reading during the summer (Wallace Foundation, 2011).

We expect that the Summer Academy Program will provide these students an opportunity to maintain their reading, writing, and math skills. Rigorous studies have shown that strong summer programs can achieve several important goals such as reverse summer learning loss, achieve learning gains, and give students in need of supplemental academic supports or more intensive academic supports the chance to master material that they did not learn during the previous school year (Wallace Foundation, 2011).

#### Goal 1, Action 11: SUPPLEMENTAL INSTRUCTIONAL/INTERVENTION MATERIALS

As identified in the Identified Needs and Metrics sections of the LCAP and our educational partners, schools need supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth.

To address this need, we provide funds to each school based on the percentage of unduplicated count students to purchase these supplemental curricular programs. Each school has a unique context and student population. This funding addresses specific site based needs based on the review of the school California dashboard and captured in the school's SPSA for supporting student needs beyond

district provided core and supplemental programs.

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

#### Goal 1, Action 12: INTERVENTION SPECIALISTS

This action is based on our need to improve outcomes for at-risk student groups, as identified by our educational partners. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-risk student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%).

To address these needs, we will provide 16.0 FTE Language Arts Specialists or Intervention Resource Teachers to support at-risk students in reading and writing, and English Language Development instruction for English Learners, as part of our MTSS. 3.5 FTE will be dedicated to servicing the District's new before/after school program funded by Expanded Learning Opportunity Program funds.

We expect that the Language Arts Specialists/Intervention Resource Teachers will provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction. This increases the number of adults available to support all unduplicated count students. Assistance is provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching, and direct instruction with the whole class, small groups and individual students. They provide teacher leadership in the implementation of California state standards, especially in the area of ELA/ELD.

#### Goal 1, Action 14: EARLY ADMISSION TO KINDERGARTEN PROGRAM

As demonstrated in the Metrics section of the LCAP and input from our educational partners, this action is designed to support early learning preparation.

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

We expect that, by offering early school experiences to support all students, and especially our unduplicated count students including students with disabilities, the EAK program prepares PreK students to enter Kindergarten with age appropriate academic and social skills. Providing supportive relationships and a safe environment can improve outcomes for all children and especially those who are most vulnerable [Finkelhor et. al. (2005)]. Some of the effectiveness factors in early care and education that have been shown by multiple studies

to improve outcomes for children include a language rich environment, developmentally appropriate curriculum, a safe physical setting, and warm and responsive adult-child interactions, as cited in Center on Developing Child (2007). [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

#### Goal 1, Action 15: SANTEE SUCCESS PROGRAM

As identified by our educational partners, this action is based on our need to address the behavioral needs and multiple suspensions of students.

To address this need, we will provide a temporary alternative instructional setting for students with significant behavior issues. The program has a low ratio of students to teachers, which provides more opportunity to individualize instruction and intervene on behavioral issues in order to improve student outcomes. The program goal is to increase students' capacity to function well in a comprehensive school setting. Students can be referred to this program by their Site Administrator to provide social-emotional and behavioral supports to reach their academic goals. Students may also be placed in this program through an Administrative Review process. The program provides targeted supports for Unduplicated Pupil Count students to reduce suspension rates.

We expect that the Santee Success Program will provide students with significant behavioral issues an alternative setting with low class size in order to improve performance on General Education objectives. The effectiveness of the program is evident in the number of students who return to a comprehensive school setting in a relatively short amount of time and demonstrate continued success by remaining at their school of attendance.

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

This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners. Specifically, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (54.74%). English language arts, at-promise student groups include Students with Disability (25.55%), Ever-English Learners (42.86%), economically disadvantaged (43.46%), and Hispanic or Latino (45.70%). For mathematics, at-promise student groups include students with disabilities (21.63%), Ever-English Learners (35.19%), economically disadvantaged (35.45%), and Hispanic or Latino (36.45%).

To address these needs, we recognize that unduplicated pupil count students need more individualized instruction to demonstrate mastery of learning similar to typical peers. The district will reduce Grade 4-8 class sizes for 2022-23 as a strategy to give students, especially unduplicated count students, more inclusive academic, behavioral, and social-emotional support and provide the differentiation necessary to accelerate learning over the next year. This will also allow more adult interaction with students during the school day.

We expect that this strategy of temporary class size reduction is a way to increase and improve services for at promise students that experienced some educational challenges due to the COVID-19 pandemic. While class size has a significant cost, it may prove to improve student outcomes in regards to broader life outcomes such as student connectedness and building independence and resilience.

#### Goal 1, Action 19: BEFORE/AFTER SCHOOL PROGRAM

This action is based on our need to implement a program to extend learning time for unduplicated pupil count students, as identified by our educational partners and required by the State.

To address this need, the District will offer a comprehensive before/after school program so that the total amount of instructional time, including the regular school day, will be at least nine (9) hours, as required by new legislation. This program will be offered at no cost to unduplicated pupil count students and reduced cost for those meeting certain income criteria. The program will include both academic and enrichment opportunities for all participating students.

We expect that this program will provide high quality expanded learning opportunities and implement California After School Quality Standards. These standards are designed to increase social-emotional learning opportunities as well as extend academic learning time. Creating a system of high quality enrichment programs leads to improving student outcomes as evidenced through research.

#### Goal 1, Action 20: ADMIN INTERNS

This action is based on our need to better coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication, as identified by our educational partners.

To address this need, the District will provide two (2) Administrative Interns to support certain schools with unduplicated students and students with disabilities. This will enhance and improve teaching methods for all students, including unduplicated count students and students with exceptional needs. Classroom Teachers need coaching support in order to accelerate learning for English learners, Foster Youth, low socio-economic students, and students with disabilities; all of whom have the highest need. Based on a review of assessment data, this need has intensified as the District plans for the 2022-23 school year following Pandemic related school closures, disruptions, and reduced classroom time. The Administrative Interns will provide this coaching support, which directly benefits unduplicated pupil count students.

We expect that the use of Administrative Interns allows the District to target its services to certain schools. The District believes this action increases the number of adults available to support all unduplicated count students and students with disabilities. Administrative Interns provide teacher leadership for implementation of California state standards and personalized learning experiences for students, especially unduplicated count students. This position also provides a good training opportunity for aspiring school administrators.

#### Goal 2, Action 1: STUDENT WELL-BEING INITIATIVES

As identified by our educational partners and a review of performance gaps, a significant number of unduplicated pupil count students demonstrated a need for social-emotional and behavioral supports to improve academic outcomes.

To address these needs, schools provide behavioral incentives, school connectedness endeavors, and other student well-being initiatives. Funding is provided to each school based on the percentage of unduplicated count students to fund additional teaching support and the review of student group data on the school California dashboard performance. This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in the sense of safety and a lower than desired level of school connectedness.

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

#### Goal 2, Action 2: STUDENT MENTAL HEALTH INITIATIVES

As identified by our educational partners and a review local metrics, a significant number of unduplicated pupil count students demonstrated a need for social-emotional and behavioral supports to improve academic outcomes.

To address these needs, we will provide 7.0 FTE counselor/social worker service for all students with a focus on unduplicated count students for 2022-23, and 1.0 FTE for a Homeless Liaison to case manage our students identified as homeless. This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in these measures. The counselors/social workers focus on providing social/emotional learning to improve student outcomes.

We expect that the district-wide allocation of counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance, including a counselor dedicated to case management of our homeless students. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school, according to Mullis, F. & Otwell, P. (1997).

#### Goal 2, Action 3: STUDENT ATTENDANCE IMPROVEMENT

As identified in the Metrics section of the LCAP and input from our educational partners, we have experienced a decline in our attendance rate by 1.77% and an increase in chronic absenteeism by 10.42%. We know that this trend is due to the pandemic and we would like to build the infrastructure to increase our attendance rate and decrease chronic absenteeism going forward and return to pre-pandemic attendance.

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

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

according to Gottfried (2014).

### Goal 3, Action 1: PARENT ENGAGEMENT

As identified by educational partner input and surveys, we need to increase our parent engagement in school and district decision making, increase learning opportunities for families, and widen communication with parents, staff, and the community.

To address this need, we will provide workshops, community resources, and opportunities for parents to become partners within the school community. Schools are provided funding to pay for endeavors they believe will be successful in increasing parent engagement. The District is also employing a Director, Communication and Community Engagement to improve and expand communication methods.

We expect to increase the involvement of parents in the school community and empower them to be more engaged with their child's education. We also expect to increase parent participation on district and site committees. The district believes in the importance of working with families as partners in education and these partnerships are incredibly important for families of unduplicated count students. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes (Young, Austin, & Growe, 2013). This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning. We also expect this action to increase the frequency, type, and quality of communication with our educational partners.

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

### Goal 1, Action 2: PROFESSIONAL DEVELOPMENT

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

### Goal 1, Action 3: DIGITAL DEVICES

The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially for unduplicated count students and students with disabilities. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students, for learning recovery even beyond the school day.



#### Goal 1, Action 4: TECHNOLOGY INFRASTRUCTURE AND SUPPORTS

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

#### Goal 1, Action 5: DIGITAL LEARNING SOFTWARE SYSTEMS

The district believes the use of several supplemental programs will make a difference for unduplicated count students and students with disabilities as part of our MTSS program. We will purchase several supplemental curriculum programs to support learning recovery, to extend learning beyond the school day, and to individualize instruction for students based on their unique needs.

#### Goal 1, Action 6: CURRICULUM RESOURCE TEACHERS

The District will provide 4.0 FTE Curriculum Resource Teachers (CRT) and 1.0 FTE CRT with a specialized academic credential to provide professional learning opportunities and coaching for teachers. This will help teachers to improve skills necessary to improve instruction and student outcomes. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students.

#### Goal 1, Action 7: CURRICULUM LEADERSHIP TEAM

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

#### Goal 1, Action 8: SUPPLEMENTAL SCHOOL PERSONNEL

School sites have the opportunity to use supplemental site funds to employ intervention support staff. The allocation of funds to the schools is based on their population of unduplicated students. The support staff provides expertise and intentional supports to students who require supplemental and intensive academic supports. They work collaboratively with the classroom teachers to provide more targeted instruction as part of our MTSS. Furthermore, this action increases the number of adults available to support all unduplicated count students and improve student outcomes. The support staff allows the district to offer small group interventions, 1:1 interventions, and student conferencing, when necessary.

#### Goal 1, Action 9: BILINGUAL ASSISTANTS

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

#### Goal 1, Action 10: SUMMER ACADEMY PROGRAM

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

#### Goal 1, Action 11: SUPPLEMENTAL INSTRUCTIONAL/INTERVENTION MATERIALS

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

#### Goal 1, Action 12: LANGUAGE ARTS SPECIALISTS

The District will employ 16.0 FTE Language Arts Specialist/Intervention Resource Teachers to provide support for students in need of learning recovery due to school closures and pandemic restrictions. 3.5 FTE will be dedicated to the District's new before/after school program which will provide support specifically for unduplicated students. The Intervention Resource Teachers (IRTs) provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention programs, including English Language Development (ELD) instruction. This Increases the number of certificated adults available to support the instructional program for all unduplicated count students.

#### Goal 1, Action 14: EARLY ADMISSION TO KINDERGARTEN PROGRAM

The District will provide PreK students with the academic and social skills needed for successfully entering Kindergarten. This program begins in January and prepares PreK students to enter Kindergarten with age appropriate academic and social skills, and provides additional learning opportunities for unduplicated count students.

#### Goal 1, Action 15: SANTEE SUCCESS PROGRAM

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

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

The District will employ additional teachers to temporarily reduce class size for general education classes in grades 4-8 to minimize the number of students in the class. This provides at-promise students a more inclusive academic program and academic supports for learning recovery. Lower class sizes will allow teachers the opportunity to assess the individual needs of unduplicated pupil count students and provide more personalized support for them.

#### Goal 1, Action 19: BEFORE/AFTER SCHOOL PROGRAM

The District will provide a comprehensive before/after school program so that the total amount of instructional time, including the regular school day, will be at least nine (9) hours, as required by new legislation. This program will be offered at no cost to unduplicated pupil count



students and reduced cost for those meeting certain income criteria. The program will include both academic and enrichment opportunities for all participating students.

#### Goal 1, Action 20: ADMINISTRATIVE INTERNS

The District will provide two (2) Administrative Interns to support certain schools with unduplicated students and students with disabilities. This will enhance and improve teaching methods for all students, including unduplicated count students and students with exceptional needs. The Administrative Interns will provide coaching support to classroom teachers, which directly benefits unduplicated pupil count students.

#### Goal 2, Action 1: STUDENT WELL-BEING INITIATIVES

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

#### Goal 2, Action 2: COUNSELORS

The District will provide 7.0 FTE Counselors/Social Workers to address the social-emotional needs of all students and 1.0 FTE for a Homeless Liaison. Providing Counselors/Social Workers increases the number of credentialed adults available to support unduplicated count students with mental health and social-emotional needs.

#### Goal 2, Action 3: STUDENT ATTENDANCE IMPROVEMENT

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

#### Goal 3, Action 1: PARENT ENGAGEMENT

This action increases the involvement of parents in the school community and empowers them to be more engaged with their child's education. It also increases parent participation on district and site committees. This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning. We also expect this action to increase the frequency, type, and quality of communication with parents/guardians of unduplicated count students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Santee School District does not receive concentration grant funds.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$67,197,000.00	\$11,444,000.00	\$5,594,000.00	\$4,444,000.00	\$88,679,000.00	\$73,061,834.00	\$15,617,166.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Core Program	All	\$60,177,000.00	\$6,903,000.00	\$5,572,000.00	\$1,648,000.00	\$74,300,000.00
1	1.2	Professional Development	English Learners Foster Youth Low Income	\$1,236,000.00	\$385,000.00	\$22,000.00	\$218,000.00	\$1,861,000.00
1	1.3	Technology Devices	English Learners Foster Youth Low Income	\$37,000.00				\$37,000.00
1	1.4	Technology Infrastructure and Support	English Learners Foster Youth Low Income	\$1,691,000.00				\$1,691,000.00
1	1.5	Digital Learning Software Systems	English Learners Foster Youth Low Income	\$123,000.00	\$94,000.00			\$217,000.00
1	1.6	Curriculum Resource Teachers	English Learners Foster Youth Low Income	\$406,000.00	\$184,000.00			\$590,000.00
1	1.7	Curriculum Leadership Team	English Learners Foster Youth Low Income	\$8,000.00				\$8,000.00
1	1.8	Supplemental School Personnel	All				\$195,000.00	\$195,000.00
1	1.9	Bilingual Assistants	English Learners	\$179,000.00			\$46,000.00	\$225,000.00
1	1.10	Summer Academic Program	Unduplicated count students				\$221,000.00	\$221,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Supplemental Instructional/Intervention Materials	English Learners Foster Youth Low Income	\$308,000.00			\$18,000.00	\$326,000.00
1	1.12	Language Arts Specialists	English Learners Foster Youth Low Income	\$1,310,000.00	\$390,000.00		\$390,000.00	\$2,090,000.00
1	1.13	Transitional Kindergarten Program	All	\$0.00				\$0.00
1	1.14	Early Admission to Kindergarten Program	English Learners Foster Youth Low Income	\$281,000.00				\$281,000.00
1	1.15	Santee Success Program	English Learners Foster Youth Low Income	\$161,000.00				\$161,000.00
1	1.16	Class Size Reduction for Grades 4-8	All				\$1,189,000.00	\$1,189,000.00
1	1.17	Instructional Assistants	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.18	Alternative School Instructional Supports	Those not desiring in-person instruction	\$0.00				\$0.00
1	1.19	Before/After School Program	Unduplicated Pupil Count Students		\$3,462,000.00			\$3,462,000.00
1	1.20	Admin Interns	English Learners Foster Youth Low Income	\$183,000.00				\$183,000.00
2	2.1	Student Well-Being Initiatives	English Learners Foster Youth Low Income	\$54,000.00				\$54,000.00
2	2.2	Student Mental Health Initiatives	English Learners Foster Youth Low Income	\$712,000.00	\$26,000.00		\$513,000.00	\$1,251,000.00
2	2.3	Student Attendance Improvement	English Learners Foster Youth Low Income	\$101,000.00				\$101,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent Engagement	English Learners Foster Youth Low Income	\$230,000.00			\$6,000.00	\$236,000.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$61,017,450	\$4,548,878	7.46%	0.00%	7.46%	\$7,020,000.00	0.00%	11.50 %	<b>Total:</b>	\$7,020,000.00
								<b>LEA-wide Total:</b>	\$6,658,000.00
								<b>Limited Total:</b>	\$179,000.00
								<b>Schoolwide Total:</b>	\$183,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,236,000.00	
1	1.3	Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	
1	1.4	Technology Infrastructure and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,691,000.00	
1	1.5	Digital Learning Software Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,000.00	
1	1.6	Curriculum Resource Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$406,000.00	
1	1.7	Curriculum Leadership Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Bilingual Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$179,000.00	
1	1.11	Supplemental Instructional/Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$308,000.00	
1	1.12	Language Arts Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,310,000.00	
1	1.14	Early Admission to Kindergarten Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,000.00	
1	1.15	Santee Success Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,000.00	
1	1.20	Admin Interns	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cajon Park, Carlton Oaks, Rio Seco, Sycamore Canyon	\$183,000.00	
2	2.1	Student Well-Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	
2	2.2	Student Mental Health Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$712,000.00	
2	2.3	Student Attendance Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,000.00	
3	3.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$82,019,000.00	\$85,723,633.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Core Program	No	\$67,762,000.00	\$71,610,633
1	1.2	Professional Development	Yes	\$1,438,000.00	\$1,144,000
1	1.3	Technology Devices	Yes	\$132,000.00	\$131,000
1	1.4	Technology Infrastructure and Support	Yes	\$2,580,000.00	\$2,371,000
1	1.5	Digital Learning Software Systems	No	\$168,000.00	\$192,000
1	1.6	Curriculum Resource Teachers	Yes	\$375,000.00	\$407,000
1	1.7	Curriculum Leadership Team	Yes	\$14,000.00	\$6,000
1	1.8	Supplemental School Personnel	Yes	\$31,000.00	\$170,000
1	1.9	Bilingual Assistants	Yes	\$193,000.00	\$215,000
1	1.10	Summer Academic Program	No	\$269,000.00	\$127,000



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental Instructional/Intervention Materials	Yes	\$791,000.00	\$1,225,000
1	1.12	Language Arts Specialists	Yes	\$1,926,000.00	\$2,001,000
1	1.13	Transitional Kindergarten Program	Yes	\$544,000.00	\$573,000
1	1.14	Early Admission to Kindergarten Program	Yes	\$231,000.00	\$183,000
1	1.15	Santee Success Program	Yes	\$149,000.00	\$159,000
1	1.16	Class Size Reduction for Grades 4-8	No	\$3,697,000.00	\$3,466,000
1	1.17	Instructional Assistants	No	\$422,000.00	\$408,000
1	1.18	Alternative School Instructional Supports	No	\$88,000.00	\$157,000
2	2.1	Student Well-Being Initiatives	Yes	\$33,000.00	\$39,000
2	2.2	Student Mental Health Initiatives	Yes	\$1,011,000.00	\$984,000
2	2.3	Student Attendance Improvement	Yes	\$84,000.00	\$99,000
3	3.1	Parent Involvement	Yes	\$81,000.00	\$56,000

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,363,253	\$5,739,000.00	\$6,047,000.00	(\$308,000.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	\$1,100,000.00	\$1,144,000		
1	1.3	Technology Devices	Yes	\$132,000.00	\$131,000		
1	1.4	Technology Infrastructure and Support	Yes	\$1,580,000.00	\$1,263,000		
1	1.6	Curriculum Resource Teachers	Yes	\$375,000.00	\$407,000		
1	1.7	Curriculum Leadership Team	Yes	\$14,000.00	\$6,000		
1	1.8	Supplemental School Personnel	Yes	\$19,000.00	\$0		
1	1.9	Bilingual Assistants	Yes	\$146,000.00	\$172,000		
1	1.11	Supplemental Instructional/Intervention Materials	Yes	\$21,000.00	\$1,054,000		
1	1.12	Language Arts Specialists	Yes	\$1,136,000.00	\$800,000		
1	1.13	Transitional Kindergarten Program	Yes	\$544,000.00	\$573,000		
1	1.14	Early Admission to Kindergarten Program	Yes	\$231,000.00	\$183,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Santee Success Program	Yes	\$149,000.00	\$159,000		
2	2.1	Student Well-Being Initiatives	Yes	\$33,000.00	\$39,000		
2	2.2	Student Mental Health Initiatives	Yes	\$137,000.00	\$60,000		
2	2.3	Student Attendance Improvement	Yes	\$84,000.00	\$37,000		
3	3.1	Parent Involvement	Yes	\$38,000.00	\$19,000		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$56,474,938	\$4,363,253	0.00	7.73%	\$6,047,000.00	0.00%	10.71%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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



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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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



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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

# School Accountability Report Card



## School Accountability Report Card (SARC)

---

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. Individual reports can be found on the school's websites.

Santee School District SARCs:

- [Cajon Park](#)
- [Carlton Hills](#)
- [Carlton Oaks](#)
- [Chet F. Harritt](#)
- [Hill Creek](#)
- [Pepper Drive](#)
- [PRIDE Academy](#)
- [Rio Seco](#)
- [Sycamore Canyon](#)
- [Alternative School](#)
- [Santee Success Program](#)

# Curriculum and Instruction, Assessment



<b>Content Area</b>	<b>Elementary Core Curriculum Programs</b>	<b>Middle School Core Curriculum Programs</b>
ELA	Wonders	Amplify
Math	Math Expressions	College Prep Mathematics (CPM)
History-Social Science	Savaas (Formerly Pearson)	Savaas (Formerly Pearson)
Science	Mystery Science	Open Sci Ed
	<b>Elementary Supplemental Programs</b>	<b>Middle School Supplemental Programs</b>
ELA	iReady ELA	iReady ELA
ELA	Lexia	Lexia
ELA	Achieve	Achieve
Math	iReady Math	iReady Math
Math	Dreambox	Dreambox

## **Professional Learning**

### **Cognitively Guided Instruction**

Over the past several years, cohorts of teachers have been provided professional development in Cognitively Guided Instruction (CGI). This training has focused on improving students' problem solving and reasoning skills in mathematics, including their ability to communicate their mathematical thinking. CGI is a research based professional development model which has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn their students' reasoning skills in solving math problems, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. Our newest CGI cohort also engaged in a year long book study that involved both research and application of learning. We will continue with our CGI training during the 2022-2023 school year.

### **Curriculum Resource Teachers**

We currently have three Curriculum Resource Teachers (CRTs) who support teachers. Our CRTs plan with teachers, provide professional development, model lessons, and provide coaching feedback. CRTs work collaboratively with district administrators to plan and deliver professional learning opportunities for teachers, with a focus on supporting teachers who are new to the Santee School District. Since the closures in the spring, the CRTs have provided professional around learning management systems, such as Google Classroom and Seesaw, as well as using Teams and Meet for online instruction. CRTs are currently holding professional development sessions on how to use our core curriculum in both a remote and hybrid format. The CRTs provide a weekly "Teacher Tuesday," newsletter that offers tips for teachers to immediately implement in their classrooms.

### **Personalized Pathways**

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

**Professional Learning Plan 2021-2025**

**English Language Arts**

<b>Professional Learning</b>	<b>Planning</b>	<b>Pilot</b>	<b>Rollout</b>	<b>Who is Responsible</b>
Grades 3-5 Key Standards Focus Units	20-21	21-22	22-23 Pepper Drive	Dawn, Alicen,
Foundational Skills Routines & Assessments (K-2)	21-22 (Started 20-21)	Try with small groups throughout the 21-22 school year.	22-23 New Teachers Instructional Resource Teachers	LAS, Dawn
Guided Reading	22-23	NA	22-23	Dawn
*Grades 6-8 Focused Units	21-22	Feedback Spring 22 Pilot 22-23	23-24	Dawn, Alicen



**Professional Learning Plan 2021-2025**

**Math**

<b>Professional Learning</b>	<b>Planning</b>	<b>Pilot</b>	<b>Rollout</b>	<b>Who is Responsible</b>
CGI Cohorts	Ongoing	NA	Cohort A-Finish 2023 Cohort B-Finish 2023 Cohort C Year 3 Cohort D Year 2 Cohort E Year 1	Curriculum Resource Teachers and Consultants
*Grades K-2 Math Focused Units	21-22 (Started 20-21)	Try with small CGI groups throughout the 21-22 school year.  Pilot 22-23	23-24	Curriculum Resource Teachers and Consultants
*Grade 3-5 Focused Math Units	22-23	23-24	24-25	Curriculum Resource Teachers
Grades 6-8 Coherence Table and Formative Tasks Tied to CPM	22-23	23-24	24-25	Curriculum Resource Teachers

**Additional Trainings**

- Next Generation Science Standards Training
- K-5 Science Pilot

## 2022-2023 Assessment Rationale

We have revised the assessment calendar, there are some changes to the IABs, and also the diagnostic. The third iReady assessment will be administered at different times for K-2 and 3-8.

K-2	
<b>iReady ELA &amp; Math Diagnostic</b>	The diagnostic will be administered <b>three times</b> throughout the school year. This is meant to give you a snapshot of what your students can do, as well as areas that require additional instruction. This also helps design the individualized pathway for your students. The administration timelines are in the beginning, middle, and end of the year. Teachers can also use Standards Mastery and analysis of personalized instruction to target discrete standards throughout the year.
<b>BAS</b>	This assessment will be given to all students for all K-2 students this year. The option to administer to only targeted students last year was due to Covid restrictions making administration more difficult.
<b>ELA Performance Task</b>	The ELA Performance Task will be administered during <b>each trimester</b> . You have the flexibility to administer it anytime throughout the trimester, and also the flexibility to select the text type (Narrative, Information, Opinion/Argument) that best matches your current ELA unit.
3-8	
<b>iReady ELA &amp; Math Diagnostic</b>	The diagnostic will be administered <b>three times</b> throughout the school year. This is meant to give you a snapshot of what your students can do, as well as areas that require additional instruction. This also helps design the individualized pathway for your students. The administration timelines are in the beginning, middle, and end of the year. Teachers can also use Standards Mastery and analysis of personalized instruction to target discrete standards throughout the year. Third administration will be in March so it doesn't overlap with state testing.
<b>ELA Performance Task</b>	The ELA Performance Task will be administered during the <b>first and second trimester</b> . You have the flexibility to administer it anytime throughout the trimester, and also the flexibility to select the text type (Narrative, Information, Opinion/Argument) that best matches your current ELA unit. Administration during the third trimester is <b>optional</b> .

## IABs

We have made big changes to the way we will be using the Interim Assessment Blocks.

- **Trimester One:** You need to select **one ELA** assessment, and **one Math** assessment to administer by December 9th
- **Trimester Two:** You need to select **one ELA** assessment, and **one Math** assessment by March 1st.

We have cut the IABs so you are now only administering four throughout the year. This will allow you time to dig into additional iReady assessments that target specific standards you are teaching.

The attached *Interim Assessments Overview* will show the assessments available for each grade level. You may select from the Interim Assessment Blocks List **or** the Focused IABs list. Please see the key at the bottom of each list that will let you know if there is hand scoring involved.

This change will allow you to select an IAB that **matches your current instruction, and administer it to determine student progress toward a specific area**. For example, if you just completed a unit focused around characters and theme, you might choose to administer the *Read Literary Texts* IAB. This will also allow you to use the data around that one area for reteaching, rather than having all of the IAB data at once.

**2022-2023 Santee School District Assessment Calendar**

Grade	September	October/November	January/February	May/June	State Testing
<b>K</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Trimester ELA Performance Task Narrative or choice Report scores by 12/9  T1 BAS (report scores in PowerTeacher Pro)  ESGI (optional)	Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13  2nd Trimester ELA Performance Task Informational Text or Choice Report scores by 3/1  T2 BAS (report scores in Power Teacher Pro) ESGI (optional)	End of Year iReady Reading and Math Diagnostic Window 5/1-5/19  3rd Trimester ELA Performance Task Opinion or Choice Report scores by 6/2  T3 BAS (report scores in Power Teacher Pro) ESGI (optional)	ELPAC IA Window First 30 days of enrollment (EL's Initials only)  ELPAC SA Window 2/1 – 5/31 (All ELs)
<b>1</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Trimester ELA Performance Task Narrative or Choice Report scores by 12/9  T1 BAS (report scores in PowerTeacher Pro)	Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13  2nd Trimester ELA Performance Task Informational Text or Choice Report scores by 3/1  T2 BAS (report scores in PowerTeacher Pro)	End of Year iReady Reading and Math Diagnostic Window 5/1-5/19  3rd Trimester ELA Performance Task Opinion or Choice Report scores by 6/2  T3 BAS (report scores in Power Tacher Pro)	ELPAC IA Window First 30 days of enrollment (EL's Initials only)  ELPAC SA Window 2/1 – 5/31 (All ELs)
<b>2</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Trimester ELA Performance Task Narrative or Choice Report scores by 12/9  T1 BAS (report scores in Power Teacher Pro)	Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13  2nd Trimester ELA Performance Task Informational Text or Choice Report scores by 3/1  T2 BAS (report scores in PowerTeacher Pro)	End of Year iReady Reading and Math Diagnostic Window 5/1-5/19  3rd Trimester ELA Performance Task Opinion Choice Report scores by 6/2  T3 BAS (report scores in PowerTeacher Pro)	ELPAC IA Window First 30 days of enrollment (EL's Initials only)  ELPAC SA Window 2/1 – 5/31 (All ELs)

Please remember to complete the English Learner Assessment Addendum every trimester for all EL students in your class. ELPAC Initial Assessment administration continues throughout the school year as new students move into Santee School District.

## 2022-2023 Santee School District Assessment Calendar

Grade	September	October/November	January/February	March- June	State Testing
<b>3</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your Instruction, complete by 12/9</i>  1st Trimester ELA Performance Task Narrative or Choice <i>Report scores by 12/9</i>  BAS Targeted	2nd Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your Instruction complete by 2/28</i>  2nd Trimester ELA Performance Task Informational Text or choice <i>Report scores by 2/28</i>  Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/1 BAS Targeted	End of Year iReady Reading and Math Window 3/13-3/31  OPTIONAL 3rd Trimester ELA Performance Task Opinion/Argument or Choice <i>Report scores by 6/3</i>  BAS Targeted	ELPAC IA Window <i>First 30 days of enrollment (EL's Initials only)</i>  ELPAC SA Window <i>2/1 – 5/31 All ELs</i>  CAASPP <i>4/18 – 5/27</i>  GATE Testing OLSAT <i>2/21 – 3/25</i>
<b>4</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your Instruction, complete by 12/9</i>  1st Trimester ELA Performance Task Narrative or Choice <i>Report scores by 12/9</i>	2nd Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your Instruction complete by 3/1</i>  2nd Trimester ELA Performance Task Informational Text or choice <i>Report scores by 2/28</i>  Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13	End of Year iReady Reading and Math Window 3/13-3/31  OPTIONAL 3rd Trimester ELA Performance Task Opinion/Argument or Choice <i>Report scores by 6/3</i>	ELPAC IA Window <i>First 30 days of enrollment (EL's Initials only)</i>  ELPAC SA Window <i>2/1 – 5/31 All ELs</i>  CAASPP <i>4/18 – 5/27</i>  GATE Testing OLSAT <i>2/21 – 3/25</i>
<b>5</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your Instruction, complete by 12/9</i>  1st Trimester ELA Performance Task Narrative or Choice <i>Report scores by 12/9</i>	2nd Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your Instruction complete by 3/1</i>  2nd Trimester ELA Performance Task Informational Text or choice <i>Report scores by 2/28</i>  Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13	End of Year iReady Reading and Math Window 3/13-3/31  OPTIONAL 3rd Trimester ELA Performance Task Opinion/Argument or Choice <i>Report scores by 6/3</i>	ELPAC IA Window <i>First 30 days of enrollment (EL's Initials only)</i>  ELPAC SA Window <i>2/1 – 5/31 All ELs</i>  CAASPP <i>4/18 – 5/27</i>  GATE Testing OLSAT <i>2/21 – 3/25</i>

Please remember to complete the English Learner Assessment Addendum every trimester for all EL students in your class.  
ELPAC Initial Assessment administration continues throughout the school year as new students move into Santee School District.

## 2021-2022 Santee School District Assessment Calendar

Grade	September	October/November	January/February	March-June	State Testing
<b>6</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your instruction, complete by 12/10</i>  1st Trimester ELA Performance Task Narrative or Choice <i>Report scores by 12/10</i>  L	2 <sup>nd</sup> Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your instruction, complete by 2/28</i>  2nd Trimester ELA Performance Task Informational Text or choice <i>Report scores by 3/1</i>  Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13	End of Year iReady Reading and Math Window 3/13-3/31  OPTIONAL 3rd Trimester ELA Performance Task Opinion/Argument or choice <i>Report scores by 6/3</i>	ELPAC IA Window <i>First 30 days of enrollment</i> (EL's Initials only)  ELPAC SA Window <i>2/1 – 5/31</i> (All ELs)  CAASPP <i>4/18 – 5/27</i>
<b>7</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your instruction, complete by 12/10</i>  1st Trimester ELA Performance Task Narrative or Choice <i>Report scores by 12/10</i>	2 <sup>nd</sup> Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your instruction, complete by 2/28</i>  2 <sup>nd</sup> Trimester ELA Performance Task Informational Text or choice <i>Report scores by 3/1</i>  Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13	End of Year iReady Reading and Math Window 3/13-3/31  OPTIONAL 3rd Trimester ELA Performance Task Opinion/Argument or choice <i>Report scores by 6/3</i>	ELPAC IA Window <i>First 30 days of enrollment</i> (EL's Initials only)  ELPAC SA Window <i>2/1 – 5/31</i> (All ELs)  CAASPP <i>4/18 – 5/27</i>
<b>8</b>	Beginning of Year iReady Reading and Math Diagnostic Window 9/6-9/23	1st Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your instruction, complete by 12/10</i>  1st Trimester ELA Performance Task Narrative or Choice <i>Report scores by 12/10</i>	2 <sup>nd</sup> Tri SBAC ELA & Math Interim Assessment Blocks (Pick 1 ELA & 1 Math) <i>Align with your instruction, complete by 2/28</i>  2nd Trimester ELA Performance Task Informational Text or choice <i>Report scores by 3/1</i>  Mid-Year iReady Reading and Math Diagnostic Window 12/12-1/13	End of Year iReady Reading and Math Window 3/13-3/31  OPTIONAL 3rd Trimester ELA Performance Task Opinion/Argument or choice <i>Report scores by 6/3</i>	ELPAC IA Window <i>First 30 days of enrollment</i> (EL's Initials only)  ELPAC SA Window <i>2/1 – 5/31</i> (All ELs)  CAASPP <i>4/18 – 5/27</i>

Please remember to complete the English Learner Assessment Addendum every trimester for all EL students in your class.  
ELPAC Initial Assessment administration continues throughout the school year as new students move into Santee School District.

# **6<sup>th</sup> – 8<sup>th</sup> GRADE**

## **District Report Card Timeline**

### **2022-2023**

#### **Trimester 1 (Ends 11/10)**

Week of 10/10 Progress Reports sent home with students (site decision for specific day) 10/08 Schedule Changes Due @ 3:30pm

11/08 Grade Window Closed & Verified @ 8:00pm

11/11 Report Cards Delivered to Sites

#### **Trimester 2 (Ends 3/01)**

Week of 1/09 Progress Reports sent home with students (site decision for specific day)

1/14 Schedule Changes Due @ 3:30pm

3/01 Grade Window Closed & Verified @ 8:00pm

3/06 Report Cards Delivered to Sites

#### **Trimester 3 (Ends 6/14)**

Week of 4/24 Progress Reports sent home with students (site decision for specific day)

5/12 Schedule Changes Due @ 3:30pm

6/9 Grade Window Closed & Verified @ 8:00pm

6/12 Report Cards Delivered to Sites

Instructional Technology is a sub-department of Educational Services. It is responsible for the implementation and management of technology integrated and standards-based instructional programs in classrooms, as well as the supervision of certificated and classified technology based professional development to ensure the ongoing implementation of high standards of instructional practice, services and assistance. In addition, Instructional Technology assists in the piloting, implementation and evaluation of technology-based instructional programs and brings to the District current research on student learning. Instructional Technology collaborates on an ongoing basis with other sub-departments in Educational Services including: Curriculum, Assessment, English Learner Services, Project Safe, and Special Education. A key function of Instructional Technology is its continuous work with the Information Technology Department in the selection and implementation of educational hardware and software.

District curriculum personnel and Instructional Technology worked together to offer over one hundred face to face and live Webinars in the 2019-2020 school year to support professional learning. Additionally, Instructional Technology collected, developed, and distributed numerous digital resources to support self-paced professional learning for staff. These included materials to develop skills in using core curricular applications, learning management systems, digital citizenship, and other digital tools and teaching strategies.

To inform a broader audience of how technological tools and strategies are employed in student learning, Instructional Technology posts substantial resources to the District/school Websites and communicates through social media. Instructional Technology personnel also regularly present at school-wide and grade level meetings, at site-level committees such as PTA/PTSA and School Site Council, and district-level committees such as the District Advisory Committee and the District English Learner Advisory Council.



# English Learner Master Plan



# English Learner Master Plan

## Santee School District



## Table of Contents

Santee School District’s Vision, Mission, Belief Statements, and Goals .....	3
Acknowledgements and Message.....	5
Purpose of the Master Plan .....	8
Education for English Language Learners .....	10
Legal Basis of the Master Plan .....	19
Involvement .....	18
Governance and Administration .....	22
Funding.....	24
Standards, Assessment and Accountability, and Reclassification .....	26
Staffing and Professional Development.....	36
Opportunity and Equal Educational Access .....	38
Teaching and Learning .....	44
Additional Parent Communications .....	46

# **SANTEE SCHOOL DISTRICT**

9625 Cuyamaca Street

Santee, CA 92071

(619) 258-2300



*“Where Young Minds Meet Open Doors”*

---

## **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....

1. All students can learn.
2. Student growth, academic performance, and positive personal development are the highest measures of student and district success.
3. Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
4. Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
5. Parent and community involvement in our schools is crucial to the academic success of our students.
6. Knowledgeable, motivated, and inspired employees assure the success of our students.
7. Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.
8. The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

## School 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.

# Board Members

Dustin Burns  
Dianne El-Hajj  
Ken Fox  
Elana Levens-Craig  
Barbara Ryan

Dr. Kristin Baranski, Superintendent  
Dr. Stephanie Pierce, Asst. Superintendent of Educational Services

## **Santee School District English Learner Master Plan Committee**

Kristin Baranski	Director, Curriculum and Assessment	Educational Services
Staci Block	Principal	Educational Services
Lupe Brambila	Instructional Assistant LEP	PRIDE Academy
Isabel Cuevas	Co-President	Santee School District DELAC
Veronica Estrada	Co-President	Santee School District DELAC
Larissa Evans	Instructional Resource Teacher	Carlton Oaks School
Luz Gonzales	Instructional Assistant LEP	Pepper Drive School
Michael Huang	Instructional Assistant LEP	Carlton Hills and Cajon Park
Bonnie Jackson	Language Arts Specialist	PRIDE Academy
Terry Johnson	Language Arts Specialist	Rio Seco School
Mary Kelly	Language Arts Specialist	Hill Creek School
Lily Kumke	Instructional Assistant LEP	Rio Seco School
Jamie LaFuze	Language Arts Specialist	Cajon Park School
Jennifer Mahoney	Instructional Resource Teacher	Pepper Drive School
Elvia Mariscal	Bilingual Project Assistant	Educational Services
Excel Matias	Instructional Assistant LEP	Carlton Oaks and Carlton Hills
Bonner Montler	Director, Assessment and Learning Support	Educational Services
Karla Ortiz	Language Arts Specialist	Sycamore Canyon School
Elizabeth Perez	Instructional Assistant LEP	Cajon Park School
Dr. Stephanie Pierce	Assistant Superintendent	Educational Services
Nada Sawaya	Instructional Assistant LEP	Pepper Drive School
Kelly Snyder	Instructional Resource Teacher	Chet F. Harritt STEAM School
Laura Stablein	Instructional Assistant LEP	Hill Creek School
Beth Treglio	Language Arts Specialist	Chet F. Harritt STEAM School
Marisela Villalva	Instructional Assistant LEP	Chet F. Harritt STEAM School

The Santee School District is committed to providing effective educational programs for English Learners to meet district and state standards for English competence and academic achievement.

# Assistant Superintendent's Message

## A Master Plan for English Learners

Santee School District's vision is to provide the highest quality education for every child. Our mission is to develop students with the knowledge, skills, and attitudes necessary to achieve educational, civic, and personal goals that will enrich our global society. In alignment with the District's goals, we believe it is critical to transition all English Learner's into fluent English proficient students.

Santee School District extends this vision and mission to our students through continued review and implementation of the District's Local Control Accountability Plan. The District goals encompass our commitment to every student.

We recognize and value the most important resource of our district: the languages and cultures of our diverse student population. We know that a student cannot learn what he/she cannot understand, and that is why transitioning identified students to English fluency is a critical component to individual student success. The English Learner Master Plan is a guide to assist all schools in providing every identified student an instructional program that includes daily Designated and Integrated English Language Development, access to core curriculum, and promotion of self-esteem. The Master Plan demonstrates a collaborative effort among all departments to serve English Learners effectively. It also demonstrated our commitment to collaborate with all members of our learning community: employees, parents, students and community partners. Together we can devise compelling and powerful programs for our English Learners.

Many thanks to the teachers, administrators, support staff, and parents for their dedication and collaboration on the Master Plan.

Sincerely,

Stephanie Pierce, Ed.D.  
Assistant Superintendent of Educational Services

# Message from Educational Services

This document had been developed in order to assist and guide educators in the implementation of a rigorous educational program for English Learners in the Santee School District.

Although many people have contributed to the development of this Master Plan, there is a belief that permeates throughout: all English Learners should have equal access to the core curriculum, and the curriculum should be as rigorous as the one for native English speakers.

This guide is intended to create the most positive learning environment for English learners in the Santee School District. Together we can provide the opportunity for these students to increase proficiency in English, thereby achieving high academic standards, self-esteem and a cross-cultural understanding that will enable them to be productive contributors to our multilingual/multicultural society.

We need to find the strength in our diversity and make that a living presence in the lives of our students today by articulating clearly what our children must know.



# Purpose of the Master Plan

## **To ensure that English Learners succeed academically.**

- Develop students' English fluency in speaking, listening, reading and writing.
- Provide continuous and summative evaluation of the English Learner program and make revisions as necessary, including established guidelines for report card evaluation, English Learner Standards Addendum, grade level promotion, and retention for English Learners.
- Develop a "Catch-Up" plan to ensure that students are working within their expected performance range.
- Ensure that English Learners K-8 are provided instruction following District and State adopted English Language Arts, English Language Development, Math, Social Studies, and Science standards.

## **To provide a quality bilingual education program for English Learners**

- Ensure equal access to the core curriculum to encourage academic success through Structured English Immersion (SEI) and English Language Mainstream (ELM) using Specially Designed Academic Instruction in English (SDAIE) strategies.
- Provide access to special programs and services for culturally/linguistically diverse students.

## **To provide those students acquiring English equal access to the core curriculum**

- Cluster students as needed to provide appropriate instruction.
- Provide primary language instruction or support whenever possible or when required by state guidelines.
- Provide students with an effective program as they transition into English academic instruction.
- Provide instruction based on District and State adopted standards.
- Provide instructional materials that meet students' needs (including primary language materials for the classroom and school library).

## **To provide students daily English Language Development so they can acquire English fluency and literacy for academic success**

- Provide staff development on effective ELD strategies and techniques.
- Provide continuous assessment of students' second language acquisition progress.
- Provide district-adopted ELD materials for teachers and students.

**To promote students' positive self-image and multi-cultural understanding**

- Incorporate ongoing multi-cultural activities at each school through ELAC.
- Develop cultural pride to help students become contributing members of a global society.
- Provide staff development about cultures and diversity.

**To ensure that each English Learner receives educational services from properly qualified and credentialed staff**

- Identify certificated and classified district-wide staffing needs annually.
- Employ qualified certificated (BCLAD, CLAD) candidates via university and college recruitment, as available.
- Employ qualified bilingual classified support staff.
- Provide ongoing staff development for certificated and classified staff to ensure a quality program using District, County Office of Education, and University trainers, along with consultants and registration at in-services and conferences.

**To encourage parents' participation and involvement in the education of their children**

- Establish clear communication channels among District, school, home and community.
- Orient and educate parents to school procedures.
- Provide parents with oral interpretation and written translation to ensure equal access of information according to state guidelines.
- Provide opportunities for bilingual parents to become involved in school committees, such as the English Learner Advisory Committee (ELAC, District English Learner Advisory Committee (DELAC), School Site Council (SSC), and Parent/Teacher Association (PTA).
- Encourage bilingual parents to attend adult education (Adult ESL Classes) through the Community Based English Tutoring Program (CBET), and the Parent Institute for Quality Education (PIQUE).



**Santee School District**  
9625 Cuyamaca Street  
Santee, CA 92071-2674  
(619) 258-2300

## **Education for English Language Learners**

Santee School District provides English language learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible to assist students in accessing the full educational program and achieving the District's academic standards. The District's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.

The Superintendent or designee shall maintain procedures, which provide for the identification, assessment, and placement of English language learners and for their reclassification based on criteria established and described in the English Learner Master Plan.

To evaluate program effectiveness, the Superintendent, or designee shall regularly examine program and individual English learner results, including reports of the English language learners' academic achievement, progress towards proficiency in English, and the progress of students who have been reclassified as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board.

### **INSTRUCTION**

#### **Definitions**

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of English language. (Education Code 306)

English Language Mainstream, ELM, means English language speakers have acquired reasonable fluency in English and/or ELPAC level 3. (Education Code 306)

Structured English Immersion, ELPAC levels 1 and 2, SEI, means an English language acquisition process in which English Language Development, ELD, instruction is in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Dual language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

## **IDENTIFICATION AND ASSESSMENT**

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5 CCR 11307)

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from a English Language Performance Assessment for California, ELPAC, shall be assessed. (5CCR 11511)

All students shall have sufficient time to complete the ELPAC as provided in the directions for test administration. (5 CCR 11516)

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)

The district shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days of receiving the results. (5 CCR 11511.5)

Within 90 days of initial enrollment, student identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading, and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (Former Education Code 52164.1, 62002)

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by Federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the student's classification as English language learner.
2. The level of English proficiency

3. A description of the program for English language development instruction, including a description of all of the following:
  - a. The manner in which the program will meet the educational strengths and needs of the student.
  - b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards.
  - c. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP.

The specific exit requirements for the program, the expected rate of transition from the program to Reclassification as Fluent English Speaking or RFEP.

1. Information regarding a parent/guardian's options to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.
2. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered.

Parents/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)

### **Parental Exception Waivers**

At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a Structured English Immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310;5 CCR 11309)

A parent/guardian may request that the district waive the requirement of Education Code 305, pertaining to the placement of a student in Structured English Immersion program if one of the following circumstances exists:

1. Student who already knows English: The student already possesses good English language skills, as measured by the California Assessment of Student Performance and Progress (CAASPP) in which the student scores at or above the Near Standard level for his/her grade level.
2. Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))

When evaluating waiver requests pursuant to the Education Code 311 (a) for students who already know English and other waiver requests for those students for whom the California Assessment of Student Performance and Progress assessment is not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.

Parental exception waivers pursuant to Education Code 311© for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special English Learner Master Plan

physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

The principal shall consider all waiver request made pursuant to Education Code 311© for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.

Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.

The principal shall act upon all parental exception waivers within 20 instructional days of the submission to the principal. However, parental waiver requests pursuant to Education Code 311© for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

Individual schools in which 20 students or more of a given grade level that receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)

Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to receiving district's interdistrict attendance policies and administrative regulations.

In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board of Education. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

### **Identification of Long-Term English Learners**

In September of 2012, California passed the bill AB-2193 "Long-term English Learners" to add sections to the Education Code relating to English Learners. A key function of this new code is the definition of the new sub-group of Long-Term English Learner (LTEL). Annually, the California Department of Education supplies school districts with the number of students identified as LTEL or at risk of becoming an LTEL. Below are the measures for determining LTELS and students at-risk pursuant Education Cole 313.1.

- Long-term English learner (LTEL) refers to an English learner who is enrolled in any of grades from six to 12, has been enrolled in schools in the United States for more than six years, and has remained at the same or regressed in English language proficiency for two or more years.

- English learner at risk of becoming a long-term English learner (at-risk) means an English learner who is enrolled in any of grades three to 12, has been in schools in the United States for four to five years, and has scored at level 1 on the California Assessment of Student Progress Program.

Data regarding these subgroups of students, referred to as LTELs and At-Risk, will provide Santee School District and school staff with data in order to plan instruction that is more responsive to students' needs.

### **Reclassification**

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have: (5 CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers.
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

English language learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are reclassified to RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

1. Assessment of English language learner using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to *EC* Section 60810 (i.e., the CELDT);
2. Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
3. Parental opinion and consultation; and
  - a. Parents/guardians shall receive notice and a description of the reclassification process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.
4. Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The Assistant Superintendent of Educational Services or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassified, and ensuring correct classification and placement.

The Assistant Superintendent of Educational Services or designee shall develop a process to monitor the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner.

### **Advisory Committees**

At the district level when there are more than 50 English language learners in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law. The District committee will be called the Santee School District English Language Advisory Committee or DELAC (5 CCR 11308). This committee will meet monthly during the school year.

When there are 20 or more English learners at a school site the school will form an English Language Advisory Committee or ELAC and meet during the school year. Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represented of the total number of students in the school. (Education Code 52176)

The District English Language Advisory Committee, DELAC, shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners.
2. Establishment of a district program, goals and objectives for programs and services for English learners.
3. Development of a plan to ensure compliance for the instruction of English language learners.
4. Administration of the annual language census.
5. Review of the district's reclassification procedures.
6. Review of the written notification required to be sent to parents/guardians pursuant of 5 CCR 11300-11316.

In order to assist advisory members in carrying out their responsibilities, the Assistant Superintendent of Educational Services or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

Legal Reference:

#### **EDUCATION CODE**

300-340 English language education for immigrant children



430-446 English Learner and Immigrant Pupil Federal Conformity Act  
33308.5 CDE guidelines not binding  
44253-44253.10 Certification for bilingual –cross-cultural competence  
48985 Notices to parents in language other than English  
51101 Rights of parents to information  
51101.0 Rights of parents of English learners  
52015 Components of school improvement plan  
52130-52135 Impacted languages act of 1984  
52160-52178 Bilingual Bicultural Act  
52180-52186 Bilingual teacher training assistance program  
54000-54041 Programs for disadvantaged children  
60810-60812 Assessment of language development  
62001-62005.5 Evaluations and sunseting of programs

#### **CODE OF REGULATIONS, TITLE 5**

4320 Determination of funding to support program to overcome the linguistic difficulties of English learners  
11300-11316 English Language Learner Education  
11510-11516 California English Language Development Test

#### **UNITED STATES CODE, TITLE 20**

1701-1705 Equal Education Opportunities Act  
6312 Local Education Agency Plans  
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

#### **COURT DECISIONS**

Valeria G. v. Wilson. (9<sup>th</sup> Circuit) 2002 U.S. App. Lexis 20956  
California Teachers Association et al. v. State Board of Education et al. (9<sup>th</sup> Circuit 2001) 271F.3d 1141

# Legal Basis of the Master Plan

## **Federal Law**

### ***U.S. Constitution: Fourteenth Amendment – Due Process and Equal Protection Clauses***

No state shall “deprive any person of life, liberty, or property without due process of law; not deny to any person within its jurisdiction the equal protection of the laws.:

### ***Office of Civil Rights May 25<sup>th</sup> Memorandum 1970***

Where the inability to speak and understand English excludes students for “effective participation” in the education program, the District must take “affirmative steps to rectify the language deficiency in order to open its instructional program to those students.”

### ***Lau v. Nichols***

The United States Supreme Court held in Lau v. Nichols (1974) that San Francisco’s failure to provide supplemental English Language instruction to 1800 students of Chinese ancestry violated Title VI of the Civil Rights Act, 42 U.S.C. section 2000d. The court stated that those students were thus denied a meaningful opportunity to participate in the public educational program.

### ***Equal Education Opportunities Act: 20 U.S.C. 1803 (f)***

This statute recognizes the state’s role in assuring equal opportunity for national origin minority students. “No state shall deny equal opportunity to an individual on account of his or her race, color, sex, or national origin by... (f) The failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

### ***Major Federal Cases Interpreting Section 1703 (f)***

#### Castaneda v. Pickard-1981

Districts have the dual obligation to:

- Teach English
- Provide access to academic content instruction

Castaneda v. Pickard also mandated the development of a three-prong test to evaluate the effectiveness of a district program. The three prongs are:

- Is the program informed by an education theory recognized as sound by at least some experts in the field?
- Are the district’s programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the district evaluate its program and make judgments where needed to ensure language barriers are actually being overcome?

### ***California State Law***

California Legislation Code, General Provisions, Article 3, Section 30, Language of Instruction: English shall be the basic language of instruction in all schools. The governing board of any school district, or community college district, and any private school may determine when and under what circumstances instruction may be given bilingually.

It is the policy of the state to ensure mastery of English by all pupils in the schools provided that bilingual instruction may be offered in those situations when such instruction is educationally advantageous to the pupils. Bilingual instruction is authorized to the extent that it does not interfere with the systematic, sequential and regular instruction of all pupils in the English Language.

**California Code of Regulations Title 5, sub-chapter 4 Section 11302, Duration of Services**

School District shall continue to provide additional and appropriate educational services to English Learners in Kindergarten through grade twelve for the purposes of overcoming language barriers until the English Learners have:

- Demonstrated English Language proficiency comparable to that of the school district’s average native English Language speaker; and
- Recouped any academic deficits, which may have been incurred in other areas of the core curriculum as a result of language barriers.

**State Program for English Learners Summary**

- I. **Parent Community Involvement** – To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships.
  - EL 1 Outreach to Parents
  - EL 2 English Learner Advisory Committee (ELAC)
  - EL 3 District English Learner Advisory Committee (DELAC)
- II. **Governance and Administration** – To ensure that all schools conduct high quality programs that are effectively managed and operated within appropriate legal parameters.
  - EL 4 Identification of English Learners
- III. **Funding**- To ensure that financial plans and practices meet legal requirements and programs operate to achieve the local educational agency’s priorities and goals for student success.
  - EL 5 Funding-General, EIA-LEP, and Title III Funds
- IV. **Standards, Assessment and Accountability** – To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness.
  - EL 6 Program Evaluation
  - EL 7 Reclassification of English Learners
- V. **Staffing and Professional Growth** – To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high quality professional growth opportunities.
  - EL 8 Qualified Teachers for English Learners
  - EL 9 Professional Development
- VI. **Opportunity (Equal Educational Access)** – To ensure that all students have equitable access and opportunity to participate in and benefit from high quality curricular and extracurricular activities.
  - EL 10 Program Placement
  - EL 11 Parent Exception Waivers
- VII. **Teaching and Learning** – To ensure participants receive core and categorical program services that meet their assessed needs.
  - EL 12 English Language Development (ELD)
  - EL 13 Academic Instruction

# Involvement

Parents, staff, students and community members participate in developing, implementing and evaluating core and categorical programs.

The district provides parents of English learners with opportunities to be active participants in assisting their children to achieve academically.

## **Outreach to Parents**

The district informs English learner parents how they can be involved in the education of their children and be active participants in assisting their children to:

- Attain English proficiency (20 USC 1703 [f], 6892; EC 300 [f], 5 CCR 11302 [a]).
- Achieve at high levels in core academic subjects.
- Meet challenging state academic standards expected of all students (20 USC 7012 [e][1]).

Our schools and district develop English learner parent committees to encourage active parent involvement and a strong home-school connection. The goal of the English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) is to promote positive collaboration between parents and the district (20 USC 7012 [e] [2]). Through such committees, Santee School District can:

- Include parents and community members in the decision-making, planning and evaluation of programs for English learners.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents, community members and the district.

## **English Learner Advisory Committee (ELAC)**

Each school with 21 or more English learners must establish a school-level English Learner Advisory Committee. Parents or guardians of English learners elect parent members of the school committee (5 CCR 11308 [b]; EC 62002.5). All parents of English learners will be provided the opportunity to vote. Parents of English learners not employed by the district must constitute a majority of the committee, and at least the same percentage of the committee membership as the percentage of English learners represented at the site (EC 62002.5, 52176 [b]). Each ELAC shall elect at least one representative to the DELAC (5 CCR 11308 [b]; EC 62002.5, 5217 [b]; 35147; 20 USC 6312 [g] [4]).

Through reviews and comments, the committee advises the principal and School Site Council (SSC) on the development of the components of the school's Single Plan for Student Achievement which impacts education services for English learners (EC 64001 [a], 52176 [c], 62002.5). The ELAC must certify that it has provided advice to the SSC regarding the Single Plan Student Achievement prior to its formal approval. In addition, the ELAC assists the principal on at least the following:

- Participate in the development and analysis of results of the school's needs assessment (EC 62002.5, 52176 [c]).
- Participate in the development and analysis of the school's annual language census (R-30 LC).

- Ways to make other parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c]).

Additional responsibilities of the ELAC include:

- Participate in and assist the DELAC in the dissemination of information and materials related to all aspects of the Master Plan for English Learners.
- Advise in the development of the school's Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets.
- The ELAC receives materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities (EC 35174 [c]; 5 CCR 11308 [d]). Training is ongoing and shall be the responsibility of the principal, with the support of the superintendent or designee. It is strongly recommended that training be conducted within a month of the election.

### **Delegation of Authority**

The ELAC may designate the SSC (EC 52852) to function as the school advisory council for English learners (EC 54425). The ELAC may delegate authority to an established SSC (EC 52870, 54425), provided that the ELAC has first been duly constituted, duly informed of the option, and have voted to waive its rights to delegate its authority to the SSC (not to exceed two years). This action shall be reflected in the minutes of the ELAC. However, an ELAC subcommittee must be formed and the subcommittee must make program recommendations for all students enrolled in an English learner instructional program with input from the SSC.

### **District English Learner Advisory Committee (DELAC)**

Santee School District, having more than 51 English learners, has established a DELAC. Parents and/or guardians of English learners who are not employed by the district shall constitute a majority of the committee. The percentage of parents of English learners must be at least the same as that of English learners in the district (EC 62002.5, 52176 [b]). Each ELAC shall have the opportunity to elect at least one parent member to the DELAC. The superintendent's designee shall have the responsibility for the proper function and implementation of the DELAC (5 CCR 11308 [b]).

Parent committees (as a whole) do not have the authority or legal entitlement to demand any of the following:

- Being included in the selection process of new school staff
- Being included in the evaluation of existing school staff
- Reviewing school staff credentials
- Changing the administration of programs, school calendar, or assignment of staff
- Changing the content of an SSC-approved Single Plan for Student Achievement

### **Responsibilities of DELAC**

The DELAC shall receive and disseminate information pertaining to all components of the Master Plan for English Learners. Additionally, the DELAC shall be responsible for the following tasks (EC 62002.5):

Advise the local board, at a minimum, of the following:

- Review the Master Plan for English Learners on an ongoing basis and advise the district's governing board on the effectiveness of the Master Plan, including program goals and objectives (5 CCR 11308 [c] [1] [3]).
- Assist in developing a district-wide needs assessment on a school-by-school basis (5 CCR 11308 [c] [2]).
- Develop a plan to ensure compliance with any applicable teacher and instructional aide requirements (5

CCR 11308 [c] [4]).

- Assist in the development of the language census (R-30 LC) (5 CCR 11308 [c] [5]).
- Review and comment on the district's reclassification procedures (5 CCR 11308 [c] [6]).
- Review and comment on the written notifications required to be sent to parents and guardians (5 CCR 11308 [c] [7]).

In order for the DELAC to comply with the committee's responsibilities, this advisory committee is also responsible for the following:

- Making budgetary recommendations for all services provided to EL students
- Reviewing and advising on the District's Consolidated Application
- Conducting monthly meetings in accordance with an agenda posted at least 72 hours before the scheduled meeting and 24 hours prior to an emergency meeting
- Publicizing time and location of district meetings
- Assisting in planning the parent education and training program in accordance with parental needs and the Master Plan for English Learners (5 CCR 11308 [d])
- Assisting and developing a budget with sufficient funds for the implementation of the parent component of the Master Plan for English Learners (5 CCR 11308 [d])
- Participating in training sessions that assist members in carrying out their legal responsibilities, as specified in this section (5 CCR 11308 [d])
- Reviewing ongoing evaluation and progress reports from the district
- Monitoring the implementation of the Master Plan for English Learners

### **Parent Notifications**

The law requires that when 15% or more of the student population at a given school site speak a common language, all relevant parent notification must be made available in that language (EC 48985).

If a Title III district does not meet any of the three Annual Measurable Achievement Objectives (AMAOs) in any year, it must inform the parents of all English learners that the district as a whole, has not met one or more of the AMAOs. This notification should be provided within 30 days of the public release of the Title III Accountability reports (20 USC 6312 [g][1][B][2], 7012 [b]).

Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. Its overarching purpose is to ensure that limited-English-proficient (LEP) students (called English learners under California law), including immigrant children and youths, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. Districts must use Title III funds to implement language instruction educational programs designed to help English learners achieve standards. The State Board of Education, districts, and schools are accountable for increasing the English proficiency and core academic content knowledge of English learners. For more information on Title III, please refer to the California Department of Education's website.

### **Parental Involvement**

For Governing Board Policy on parental involvement please refer to the district's website.

# Governance and Administration

**Policies, plans, and administration of categorical programs meet statutory requirements.**

**The district identifies, assesses and reports all students who have a primary language other than English.**

## **Home Language Survey**

At the time of enrollment, all parents fill out a Home Language Survey (HLS) which is used to determine the primary language of the student (EC 52164.1 [a], 5 CCR 11307). This document is on file for each student in the cumulative folder and in the student's English Learner Folder. The *Home Language Survey* is available in English, Spanish and Arabic. All students, including English-only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

If the first three responses on the HLS indicate a language other than English, the student is assessed in English within 30 days at the beginning of the school year or within two weeks if enrolled after school has started. The results of these assessments enable site personnel to determine the English language performance level of the student. If the person administering the HLS has a reasonable suspicion that the form is completed incorrectly or that there may actually be a home language other than English present, the school must continue with the identification process regardless of parent opinion.

## **English Language Assessment**

The state-approved instrument used for language assessment is the *English Language Performance Assessment for California* (ELPAC). The ELPAC determines the student's English language performance level (Level 1, Level 2, Level 3, and Level 4) in the areas of listening, speaking, reading, and writing. This test is given once for initial identification, and each year thereafter for annual progress monitoring (EC 52164.1 [b]; 5 CCR 11306, 11307 [a], 11511.1 [b]). English learners with disabilities are assessed for English language development using accommodations, modifications, or alternate assessments for the ELPAC as specified in the pupil's Individualized Education Program (IEP) or 504 Plan (5 CCR 11516.5).

## **Primary Language Assessment**

State law requires that English learners be assessed for primary language performance within 90 calendar days of enrollment in a US school. However, the Santee School District shall make an effort to assess the primary language performance of English learners for initial identification purposes within 30 days of enrollment. Procedures for the evaluation of primary language differ, depending on the primary language of the student (EC 52164.1 [c]). Please see the district website for additional information and resources.

## **Reassessment**

Santee School District will reassess students whose primary language is other than English, whether they are designated as limited English proficient, or fluent English proficient, when a parent or guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the student's designation. In all

cases of reassessment, the parent or guardian of the student shall be notified of the result. This notice shall be given orally when school personnel have reason to think that written notice will not be understood (EC 52164.3).

***Parent Notification of Assessment Results***

Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of initial enrollment. The parent notification includes test results of English language performance (and primary language performance as testing resources allow), the programs offered in the district, and the student's initial placement (20 USC 7012; EC 52164.1 [c]; 5 CCR 11511.5). In addition parents of English learners are notified annually of their child's English language proficiency assessment results within 30 calendar days following receipt of results of testing from the test contractor (EC 52164.1 [c]; 5 CCR 11511.5). Parents of English learners with an IEP receive information regarding how their child's current instructional program will meet his/her IEP objectives.

Parent notifications are provided in English, Spanish or Arabic. The law requires that when 15% or more of the student population at a given school site speak a common language, all relevant parent notification be available in that language (EC 48985).



# Funding

Allocation and use of funds meet statutory requirements for allowable expenditures.

The district uses general funds for core instruction of English learners and EIA-LEP, Title III and ELAP funds for services that supplement the core.

## Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, which includes ELD and the rest of the core curriculum. To this end, all required texts, including primary language texts for the Alternative Program, and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district (20 USC 1703[f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013).

General fund resources are used to provide services and programs for ELs, including English language development and access to the core curriculum. The district allocates EIA-LEP carryover funds only to supplement, not supplant federal, state and local public funds. (20 U.S.C. § 6825[g]; EC § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.) For all EIA-LEP carryover, the district utilizes no less than 85 percent of those apportionments at school sites for direct services to students. (EC §§ 63000, 63001.) The district uses Title III funds only to supplement, not supplant, other federal, state, and local public funds (20 U.S.C. § 6825[g]; EC § 54025[c]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013.) Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, which includes ELD and the rest of the core curriculum. Primary language texts for the Alternative Program and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in the district (20 USC 1703[f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1010, 1012-1013).

Santee School District follows funding mandates as prescribed by the Educational Code, state regulation, and district policies/practices. EIA-LEP and Title III Funds are used to supplement the core educational program and may not supplant use of General Fund monies. (20 USC 6825(g); 5 CCR 4320(a)) General fund monies fund the core educational program for EL students in the Santee School District. The Business Office and both internal and external auditors audit expenditures annually.

1. The School Board approves the district Goals that ensures the needs of all students are met in a strategic way.
2. The Superintendent's Cabinet prioritizes according to District Goals support needs based on data and allocated adequate resources for programs based on student population.
3. The Assistant Superintendent of Educational Services allocates funds based on the Local Control Accountability Plan, meets individually with schools to ensure compliance, presents plans for board approval, and monitors expenditures throughout the year.
4. The Principal coordinates the development of school level plans, prioritizes needs based on data

collection, and convenes necessary approval groups.

5. SSC/ELAC/DELAC

- SSC writes and approves school level plans.
- ELAC members advise and give input on school level plans.
- DELAC gives input on district wide level plans.

**Appropriate use of Funding**

The Economic Impact Aid-Limited English Proficient (EIA-LEP) funds are used to meet the academic needs of English learners, but do not supplant the district's general funds, as well as any other categorical funds the district receives (20 USC 6825 [g]; 5 CCR 4320 [a]; EC 52168 [b] 1-6, [c]). Each school site receives EIA funds in amounts that correspond to the total amounts described in the district's Consolidated Application to the California Department of Education. EIA-LEP funds are spent for supplemental services and materials including, but not limited to, the following:

- Staff development for instructing English learners
- Supplementary materials for English learners
- ELAC/DELAC meetings
- Bilingual Assistants LEP
- Parent education, training, and involvement

Activities identified in the approved district and school site plans, funded through categorical monies, are closely monitored to determine effectiveness.

**Other Categorical Funding:**

- Title I
- Title III

**ELAC and DELAC Advising Responsibilities**

- Make budgetary recommendations for all services provided to EL students
- Advise on the district's Consolidated Application
- Assist and develop a budget with sufficient funds for the implementation of the parent component of the *Master Plan for English Learners*

Assist in the monitoring of activities identified in the approved district and school site plans, funded through categorical monies, to determine their effectiveness

# Standards, Assessment and Accountability

**English Learner Program meets state standards, is based on the assessed needs of English learner, and achieves its intended outcomes.**

**The district determines the effectiveness of its program for English learners and modifies the program as needed.**

**The district reclassifies English learners by following policies and procedures that are consistent with current legal requirements.**

## **Program Implementation and Monitoring**

In order to ensure that English learners are receiving a program of instruction in accordance with parent choice and district design, Santee School District conducts regular monitoring of classroom instruction. This monitoring is intended to result in consistent program implementation across individual school sites and across the district. The English Learner Program Office trains all district level staff, school principals and support staff in the following areas:

- ELD curriculum and instruction
- SDAIE strategies to provide access to the core
- Differentiated instruction
- District design for the Structured English Immersion, English Language Mainstream, and Alternative Program

Consistent implementation of the district program design is monitored by site and district administrators. School principals and/or designees perform on-going observations and walkthroughs of all classes which include English learners. Observations and walkthroughs are conducted to ensure that teachers:

- 1) daily provide ELD standards-based instruction,
- 2) follow the district's ELD curriculum and assessments,
- 3) make use of appropriate SDAIE strategies to provide access to the core, and
- 4) provide differentiated instruction targeted to specific linguistic needs.

In addition, the English Learner Program Office staff supports school sites by assisting with the review of documentation for each EL program compliance area during semi-annual visits to schools. These semi-annual visits include a review of the procedures and expectations delineated in this document.

## **Program Evaluation**

In response to statewide accountability reform, Santee School District provides clearly-defined standards and benchmark expectations for student learning. Santee School District has established as a primary goal that all students will meet these academic content and performance standards.

Through the district's assessment program, district staff carefully considers what students are asked to perform, how student performance is evaluated and how evaluation results are used. This information is disseminated to principals and teachers through staff development. The assessment program is responsive to the developmental differences and linguistic differences, as well as, special needs of English learners. Through multiple forms of assessment, the district is able to determine to what degree English learners are achieving English proficiency and meeting district academic achievement goals.

## DISTRICT-WIDE ASSESSMENT

Assessment Instrument	Target Population	Purpose
CAASPP ELA  Local Multiple Measures	Grades K-8  All students	Inform Instruction  District Accountability  Reclassification
CAASPP Mathematics  Local Multiple Measures	Grades K-8  All students	Inform Instruction  District Accountability
English Learner Performance Assessment for California (ELPAC)  Local ELD Multiple measures	All English learners, grades K-8	Inform Instruction  District Accountability  Reclassification

Using the CDE’s English Learner Subgroup Self-Assessment (ELSSA), sites review program effectiveness through the analyses of the following:

- Effects of the instructional program on language development by the length of time in the program
- Strengths and need to improve areas for each EL program option by disaggregating linguistic and academic data results for each program
- Reclassified student progress in meeting content standards as measured by CAASPP
- Make recommendations for those elements of the instructional program that are ineffective, with parent input, based on the conclusions found

In addition, the *CDE Monitoring Tool (CMT)* is used to evaluate procedures for each Federal Program Monitoring (FPM) item. Data gathered through this annual analyses is utilized to modify the district’s *Master Plan for English Learners* (20 USC 1703 [f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC 64001[f]).

### **Master Plan Modification**

The English Learner Program Office staff produce a set of suggested program modifications, which are then shared with the principals and district administrators, DELAC members and the district’s Governing Board (20 USC 1703 [f], 6841; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1009-1011; EC 64001[f]).

### **Reclassification of English Learners**

The district annually determines the number and percentage of English learners reclassified to fluent English proficient (FEP) when completing the annual language census, (R-30 LC). The R-30 LC reports the actual count of EL, FEP/R-FEP students during the calendar year as well as the number of teachers providing, and authorized to provide, appropriate instruction for English learners.

California Education Code (EC) Section 313 and the California Code of Regulations (5 CCR) Section 11308 require that each English learner who 1) has demonstrated English language performance comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English, be reclassified as Fluent English Proficient (R-FEP).

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through a variety of multiple measures including:

- 1) objective assessment of the student's English language performance (ELPAC),
- 2) core content achievement as measured by the California Assessment of Student Performance and Progress (CAASPP), and
- 3) teacher evaluation of the student's classroom performance.

English learners who have reached English proficiency status on ELPAC, but whose academic skills are far below the criteria needed for reclassification, shall be offered additional support and targeted interventions.

Santee School District recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation:

### **Reclassification Criteria**

#### ELPAC Reclassification Guidelines

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are reclassified to RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

- Assessment of ELP using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to *EC* Section 60810 (i.e., the ELPAC);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

The Santee School District has adopted a reclassification process to enable students initially identified as English Learners to exit specialized program services and participate without further language assistance as Reclassified Fluent English Proficient students (RFEP). English Learners shall be reclassified as RFEP when they have acquired the English language skills necessary to receive instruction and to achieve academic progress in English only in a level equivalent to students of the same age or grade whose primary language is English. The reclassification criteria include multiple measures to ensure both proficiency in the English language and participation equal to that of average native speakers in the the school district's general instructional program. The reclassification criteria validate each student's readiness to exit from specialized English Learner programs by demonstrating achievement and mastery of appropriate standards in the following areas:

- English language proficiency, including reading, writing, speaking and listening
- Academic achievement in reading, writing and mathematics

Santee School District Multiple Criteria includes:

- Overall ELPAC score of Level 4
- Trimester District Assessments are in the meeting standard range on the "Catch Up" plan
- Teacher evaluation/Grade Point average to be greater than 2.0
- Parent Consultation and Recommendation

When an English Learner (EL), in the third grade or above, demonstrates an overall Level 4, a recommendation for reclassification is made. The participation of teachers, support staff, school administrators, and parents is required in the reclassification process. The writing reclassification criteria include meeting specific standards to demonstrate proficiency in the areas of English reading, oral language, writing, mathematics, and passing grades in core subject areas. In addition to test scores and multiple criteria, the English Learner Department will make recommendations to each school site in writing. School Site Teams will meet and make the decisions for review and approval. Teams may consist of the classroom teacher, site administrator, language arts specialist, instructional resource teacher, bilingual assistant and parents. The English Learner Department will be notified in writing of the school Site Team decisions. Parents will be notified and a copy of the recommendation will be placed in the student's EL folder. Program placement data will be entered into SchoolNet by the English Learner Department.

## **Steps to Reclassification**

District and school personnel will follow these specific steps to ensure that objective data about language proficiency and academic performance are considered in making reclassification decisions for English Learners.

1. ELPAC scores will be reviewed by site Instructional Resource Teachers, Language Arts Specialists, and Bilingual Assistants. The names of all Level 4 students will be placed on reclassification forms and "Catch-Up" plans for initial preview.
2. The bilingual assistants in the English Language Learner Department will insert student data on district assessments or CAASPP into the reclassification form. The ELL department will provide all of this student data to the Bilingual Assistants. Multiple criteria will be reviewed. Trimester scores will be added to the reclassification form.
3. Forms will be sent to each School Site Administrator. Grade point averages will be entered on the form.
4. Teachers and Principals will review candidates for reclassification. Participants in the reclassification process include the site administrator, teacher, LAS/IRT, and Bilingual Assistant. Parents will be informed by the English Learner Department that their child is eligible for reclassification and invited to discuss the reclassification of their child. Translation services are available upon request, and the forms are available in Spanish and Arabic. During the meeting, the student's progress to Fluent English Proficient (RFEP) will be discussed. In the event that the student is not reclassified a copy of the form will be maintained in the student cum. Parent input may result in an appropriate modified program. The two-year monitoring plan for reclassified students will also be explained to the parent. If the parent is unable to come to the school, a person speaking the parent's primary language will consult with the parent on the telephone and document this conversation on the reclassification form.
5. After the reclassification process is complete, a copy of the reclassification form will be sent to the English Learner Department, placed in the student's cumulative folder at the school site and sent home to the parents. Program status and exit dates will be entered into PowerSchool by the English Learner Department.
6. The English Language Department, that classroom teacher and the school site principal monitor reclassified Fluent English Proficient (RFEP) students for two years after the date of reclassification. Students are monitored each trimester.
7. Evidence is gathered to demonstrate that former EL students have not been left with any substantive academic deficits. This includes yearly-standardized CAASPP testing data, trimester district assessments and grade. Students who do not continue to meet the standards for reclassification are to be referred to

the school site Student Success Team (SST) for further evaluation and academic support.

District documentation will include list of students reclassified, lists of students enrolled in the English Learner program, documentation that verifies students have met the LEA reclassification criteria, and records of reclassification monitoring.

### **Alternate Reclassification**

Upon occasion, an English Learner may have been in a specialized language assistance program and may have been unable to meet reclassification criteria in one or more areas. After documenting multiple interventions, it is acceptable for the site's Student Assistance Team or IEP Team to meet and discuss the student's unique learning. If the team, after careful consideration, determines that factors other than language are intruding on the student's ability to reach selected reclassification standards, the Student Assistance Team or IEP Team, along with the Instructional Resource Teacher or Language Arts Specialist, may complete the reclassification form using the alternative process.

The Alternate Reclassification process is to be used only for exceptions and takes place only within certain limits. In the case of a special education student with an Individual Education Plan, an IEP team member needs to be present at the Alternative Reclassification conference.

### **Assessment of English Language Proficiency**

#### **Teacher Evaluation**

1. Use student's academic performance.
2. Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.

#### **Parent Opinion and Consultation**

Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.

Provide an opportunity for a face-to-face meeting with parents or guardians.

The State Board of Education's reclassification guidelines (5 CCR 11305) serve as the foundation for Santee School District's reclassification criteria. The district reclassifies a pupil from English learner to proficient in English by using the following criteria:

#### **1. Assessment of English Language Proficiency (EC 313 [d] [1]; 5 CCR 11303 [a])**

School sites use the ELPAC as the primary criterion. District and site leaders consider for reclassification those students whose Overall performance level is 4.

English.

**2. Academic Achievement** (EC 313 [d] [2]; 5 CCR 11303 [b])

- Meeting or exceeding grade level standards in English language arts

**3. Other Criteria**

- Teacher evaluation regarding student's performance according to grade level standards (EC 313 [d] [2]; 5 CCR 11303 [b])
- Parent opinion and consultation (EC 313 [d] [3]; 5 CCR 11303 [c])

**Reclassification Process**

Reclassification is the culmination of the student's participation in the program for English learners and is regularly conducted in the fall and spring; however, the process may be initiated by the classroom teacher, administrators or parents at any time.

**Monitoring of Reclassified Students**

State law (EC 305, 306, 310, 313, 51101, 60810-60811, 62002; 20 USC 6841; 5 CCR 11304) and federal law (Title III of the No Child Left Behind Act of 2001) require districts to monitor reclassified students for a period of at least 24 months following reclassification by:

- 1) Regularly gathering and reviewing data to monitor reclassified students' progress,
- 2) Notifying parents of their child's ongoing progress after reclassifying, and
- 3) Providing appropriate and additional educational services as needed.

The English Learner Program Office supervises the process of monitoring reclassified students. Schools will annually monitor the individual RFEP students' progress in the core curriculum in a trimester basis to ensure that they continue to perform on grade-level. Reclassified students are expected to meet or exceed state grade-level content standards, thereby demonstrating they have not been left with any substantive academic deficits in their second language.

**Reclassified Students Not Making Adequate Progress**

Reclassified students who are not making adequate academic progress are offered additional support and targeted intervention opportunities, as per Rtl. Data for these additional services is monitored closely to determine the effectiveness of the intervention.

The following are the procedures for providing RFEP students with additional learning opportunities to address diagnosed academic needs:

**Step 1**

When an RFEP student falls behind in his/her grade level performance, instruction should be modified to meet the student's diagnosed academic needs. Teachers should change grouping patterns during content area instruction to provide differentiation using specialized methods and strategies, or they may provide the student with individualized assistance through the use of teacher assistants, tutors or volunteers. For example, teachers group



students by skill need based on the six to eight-week assessment data to differentiate instruction. Parents are informed and offered an opportunity to provide feedback.

#### Step 2

When the necessary in-class modifications have been provided and the student's academic performance does not improve, the teacher should refer the student to the principal for placement in appropriately designed interventions. The school must group students by grade and skill need using the assessment data and provide intervention based on the identified needs. The intervention teacher must use the available content area resources to provide differentiated instruction as needed. Parents are informed and offered an opportunity to provide feedback.

#### Step 3

When a student fails to demonstrate sufficient progress following participation in the school's intervention, the student should be referred to the school Student Success Team (SST) for additional recommendations, in consultation with the parents.

#### **Procedures for Improvement of RFEP Instructional Services**

Schools must assess the quality of their grade-level core instructional program. If 25 % of their RFEP students are not meeting state grade-level standards, the school will have a discussion of program improvement and design a comprehensive professional development plan in conjunction with the English Learner Program Office.



**Santee School District**  
**Year One**  
**English Language Arts Reclassification Monitoring Form**

<b>Student:</b> [REDACTED]	<b>ID:</b> [REDACTED]	<b>School:</b> [REDACTED]
<b>Date Reclassified:</b> 02/26/2015		
<b>Year 1 Monitoring Start Date:</b> 09/02/2015	<b>Current Grade:</b> [REDACTED]	

**District Assessments:**

1 <sup>st</sup> Trimester		2 <sup>nd</sup> Trimester		3 <sup>rd</sup> Trimester	
Subject	Proficiency	Subject	Proficiency	Subject	Proficiency
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
District ELA Performance Task		District ELA Performance Task		District ELA Performance Task	
Other:		Other:		Other:	
<b>Teacher: Noujaim</b>		<b>Teacher:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	

**California Assessment of Student Performance and Progress (CAASPP):**

2015 CAASPP		
Test Subject	Scale Score	Achievement Level
English Language Arts/Literacy	2585	Standard Exceeded
Mathematics	2579	Standard Exceeded

**Interventions** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Follow-up comments** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Year Two**  
**English Language Arts Reclassification Monitoring Form**

<b>Student:</b> [REDACTED]	<b>ID:</b> [REDACTED]	<b>School:</b>
<b>Date Reclassified:</b> 02/26/2015		
<b>Year 1 Monitoring Start Date:</b> 09/02/2015		<b>Current Grade:</b>

**District Assessments:**

1 <sup>st</sup> Trimester		2 <sup>nd</sup> Trimester		3 <sup>rd</sup> Trimester	
Subject	Proficiency	Subject	Proficiency	Subject	Proficiency
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
ELA SBAC IAB Test name:		ELA SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
Math SBAC IAB Test name:		Math SBAC IAB Test name:			
District ELA Performance Task		District ELA Performance Task		District ELA Performance Task	
Other:		Other:		Other:	
<b>Teacher: Noujaim</b>		<b>Teacher:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	

**California Assessment of Student Performance and Progress (CAASPP):**

2016 CAASPP		
Test Subject	Scale Score	Achievement Level
English Language Arts/Literacy		
Mathematics		

**Interventions** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Follow-up comments** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Principal Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Catch-Up Plan

All students are monitored yearly with a grade level appropriate “Catch-Up” plan, which includes the following elements.

1. Correlation with ELPAC scores and number of years in program.
2. Clearly defined interim benchmarks to measure expected growth on CAASPP performance levels and ELPAC levels. These multiple measures are aligned with district trimester assessments.
3. A clearly defined process to monitor all RFEP students over a two-year period. Trimester scores and necessary interventions in Reading, Writing, Math and English Language Development are recorded on this form. Classroom teachers, under the supervision of site principals, are responsible for filling out the monitoring form. This, along with yearly report cards, is included in the cumulative/yellow folder at the end of each year. A copy of this monitoring form is sent to the parents yearly.
4. The use of the English Language Development Curriculum and Into English programs assist in planning pertinent lessons with appropriate outcomes.
5. Further evaluation and intervention by the classroom teacher, support staff, and the School Assistance Team for students who are not meeting interim benchmarks. Interventions are documented in the yellow English Learner folder found in the cumulative folder.

## Staffing and Professional Development

Teachers assigned to instruct English learners are appropriately authorized or are actively participating in training. When the district has identified a shortage of such teachers, it has adopted and implemented measures to remedy such a shortage. The district also provides appropriate professional development for staff responsible for the education of English learners.

### Qualified Teachers

Under the management of the Assistant Superintendent of Human Resources, the Santee School District actively recruits authorized personnel for all English learner programs and makes it a priority to hire CLAD and BCLAD teachers. The district recruits CLAD and BCLAD teachers by working closely with the San Diego County Office of Education, local universities, by attending job fairs, and through a variety of job announcements. The district prides itself on having all staff fully certified.

- Teachers providing instruction in Structured English Immersion and English Language Mainstream Programs are authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.
- Teachers providing instruction in the Bilingual Transitional Alternative Program are appropriately authorized to provide such instruction via a BCLAD or equivalent authorization.

(20 USC 6319[a] [1], 6826 [c]; EC 44253.1, 44253.2, 44253.3, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009-1011)

### Professional Development

The English Learner Program Office provides research-based on-going professional development opportunities to all teachers and support staff working with English learners. Staff development opportunities, which are of sufficient intensity and duration, occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach to have a positive and lasting impact on the teacher's performance in the classroom. These opportunities are provided through on-site trainings, district in-services, education conferences, and site staff meetings (20 USC 6825 [c] [2] [A] [B] [C] [D]).

Participant attendance is monitored through sign-in forms. Training attendance is then reported to school principals to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed at the district office.

The professional development plan will provide extensive, ongoing training for administrators, teachers, and paraprofessional to ensure that current research and the most effective instructional strategies for accelerating the achievement of English Learners are available. The content of the staff development will include the following basic components:

- 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”

The district’s focus has been to increase staff professional learning for proper certification to work with EL students. A team of teachers, administrators, and parents has attended the California Association of Bilingual Education (CABE) Conference. In addition, a group of district personnel has participated in professional development institutes for helping EL students become successful in school. Attendees of various conferences and workshops return with information to share with other staff members.

### Administrators and Teachers

The district provides staff development to ensure understanding of the district’s Master Plan for English Learners program:

- ELPAC training for administrators and teachers
- One-on-one instructions with new and experienced teachers (BTSA/PAR)
- Staff development presentations and Grade-level workshops on:
  - Understanding the “Catch Up” Plan
  - ELA/ELD Adoption Material Pilot
  - DELAC and ELAC trainings via Principals’ Meetings
  - Rosetta Stone
  - High Point Training
  - Into English Training
- San Diego County Office of Education Professional Learning
  - ELA/ELD Institutes
  - Informational Meetings
  - Visible Learning Institutes
  - ELD Standards Institutes
  - Instructional Conference
  - Write Institute
  - Equity and Access Institute

### Paraprofessionals

The district will continue to provide professional development to paraprofessional through the facilitation of the LAS/IRT Bilingual Team Meetings. These workshops include strategies for oral language development, effective small group instruction on literacy, and activities to increase math skills.

# Opportunity and Equal Educational Access

English learners have equitable access to all programs provided by the district, as required by law.

The district notifies parents of English learners about program choices and placement, including the opportunity to apply for a waiver.

The State of California has adopted English Language Development (ELD) standards that provide a description of student expectations for each grade level and performance level.

Grade	ELPAC Overall Score	English Language Performance
K-8	4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills.
	3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills.
	2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills.
	1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills.

California law governing programs for English learners requires that all English learners be placed in English language classrooms unless a parental exception waiver has been granted for an alternative program (an exception is Special Education where an IEP team determines placement).

### **Placement in Structured English Immersion (SEI)**

Per 5 CCR 11301, placement for students in the Santee School District with less than reasonable fluency in English is:

Grade	Performance Level	Recommended Placement
K-8	Level 1 or Level 2	SEI

### **Placement in English Language Mainstream (ELM)**

Per 5 CCR 11301, placement for students in the Santee School District with reasonable English language fluency (good working knowledge) is:

Grade	Performance Level	Recommended Placement
K-8	Level 3	ELM

### **Alternative Program**

English learner students with an approved Waiver to Request an Alternative Program are placed in the Alternative Program, as space allows and per district established guidelines. Santee School District offers a Bilingual Transitional Alternative Program.

### **Notification of Programs and Waiver Option**

All parents of English learners must be notified upon initial enrollment and annually, in writing, of program placement of their children. In addition, parents must also be provided with a full written description of programs, including educational materials used in these programs, and their entitlement to request an alternative program. Per EC 48985, when 15% or more of the student population at a given school site speak a common language, this information must be provided in a language the parents understand. An attempt shall be made to communicate to parents of other languages in a way that allows them to make an informed decision. Parents are notified of assessment results within 30 days of the beginning of the school year (5 CCR 11309 [b] [1]).

The district's program options for English learners include: Structured English Immersion (SEI), English Language Mainstream (ELM), and the Alternative Program. Santee School District's Alternative Program has not been established to insufficient number of waivers.

### **Bilingual Transitional Alternative Program (BTAP)**

This instructional model is designed for students whose parents have submitted a Waiver to Request an Alternative Program. The district's philosophy for this alternative program is based on the premise that knowledge and skills in the primary language transfer to the second language when explicit instruction takes place. In this program, the use of the home language decreases over time while the use of English increases. The goals of this program are:

- performance in English
- high level of academic achievement
- positive self-image
- reclassification to FEP
- high status assigned to home language and culture Core instruction in language arts, math, science, and social science
- An integration component that includes structured activities in art, music and physical education must be part of the student's schedule.

### **Materials:**

- District-adopted materials are used for the instruction in the core subjects
- ELD standards-based district-adopted materials are used for English language instruction

### **Waiver Process to Request an Alternative Program**

The district documents describing the parental program selection process shall be provided annually to parents of all English learners (5 CCR 11309 [b] [1]). Parents unable to visit the school site may submit, along with their waiver, an affidavit of inability to fulfill the requirement to visit the school site. Otherwise, in order to submit a waiver, parents must personally visit the school. At that time, the school must provide:



- A written (oral, if requested) description of the educational opportunities available to their children
- A description of the educational materials used in the program
- An explanation of the program selection process
- An explanation of the process for parents to appeal if a waiver is denied

To participate in an alternative program, the student must meet one of the following eligibility requirements:

- The student already speaks English
- The student must be 10 years or older
- The student has special needs for which the Alternative Program would be beneficial

In addition, pursuant to Education Code 311 (b) and 311 (c), the principal and educational staff may recommend a waiver to a parent. Parents shall be informed in writing of any recommendation for an alternative program and are given notice of their right to refuse the recommendation (5 CCR 11309 [b] [3]). The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310 (5 CCR 11309).

Sites must act upon all requests within 20 instructional days of the date filed, or within 10 calendar days of the expiration of the 30-day placement in Structured English Immersion (for students new to the program), whichever is later (5 CCR 11309 [c] [4]). Sites may not act upon any request before the 30-day placement has expired (EC 310, 311; 5 CCR 11309 [c]). Waivers to Request an Alternative Program shall be forwarded to the English Learner Program Office to be reviewed.

Waivers to Request an Alternative Program are granted unless the principal, educational staff and the English Learner Program Office determine that an Alternative Program would not be better suited for each student for whom the waiver is denied and evidence is provided to support such a claim (5 CCR 11309 [c] [4]; EC 310,311). Students with approved waivers shall be placed in an Alternative Program. Per Proposition 227, schools are required to offer the Alternative Program if there are 20 or more approved requests at a particular grade level, at a given site, with the same language, or allow the pupils to transfer to a public school in which such a class is offered (20 USC 6312 [g] [1] [A]; EC 48985; EC 310, 311; 5 CCR 11309 [a]). If no space is available at sites in which the alternative program currently exists, the child's name is added to the site's Alternative Program Waiting List and other instructional options are discussed with the parents or guardians. The English Learner Program Office is informed any time a new student is added to the site's waiting list. Significant numbers of English learners on such a waiting list will be appropriately placed by adding another Alternative Program class, as space allows. At any time during the school year, parents may request that their child be placed in an SEI or ELM classroom (EC 305, 306, 310, 311; 5 CCR 11301).

### **Waiver Appeal Process**

If parents wish to appeal a waiver denial, they may submit a request for a review of the denial to the Assistant Superintendent of Educational Services following the district's Uniform Complaint Procedure. If after following the Uniform Complaint Procedure, the waiver is still not granted and the parents are not satisfied with the district's response, parents are advised of their right to present their case to the State Board of Education or to the court (EC 310, 311; 5 CCR 11309 [d]).

### **Instructional Programs for Special Education English Learners**

The Individualized Education Program (IEP) team determines placement of each special education student

regardless of language performance level. Special education students who are designated English learners need to have linguistically appropriate goals and objectives. These are monitored by the special education providers in consultation with the English Learner Program Office. The IEP team should indicate linguistically appropriate goals by checking that box on the goals and objectives page of the IEP. Any goal that will lead to the development of English can be linguistically appropriate. Language arts goals in comprehension or written expression and speech/language goals often meet this requirement. Note the following Education Code definition:

“Linguistically appropriate goals, objectives, and programs” means:

(1)(A) those activities which lead to the development of English language proficiency; and

(B) those instructional systems either at the elementary or secondary level which meet the language development needs of the English language learner.

(2) For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the IEP team, is severely limited, nothing in this section shall preclude the IEP team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311 provided that the IEP team periodically, but not less than annually, reconsiders the individual’s ability to receive instruction in the English language.

Special education staff provides the principal or principal designee with information regarding the linguistically appropriate goals and objectives developed for students on an IEP.

English learners with special needs who are placed in an English learner instructional program are initially placed based on ELPAC data. Students with less than reasonable fluency in English are placed in SEI, students with reasonable fluency in English are placed in ELM. If indicated on the IEP or if parent requests, special education English learners may be placed in the alternative program. No provision of an IEP requires a parental exception waiver.

## SANTEE SCHOOL DISTRICT

### *Waiver to Request Alternative Program Guidelines (EC310 and 311)*

- Parent must visit the school to apply for a Waiver to Request an Alternative Program.
- Parents will receive a written (and oral if necessary) description of the instructional programs offered by the district:
  - a) Structured English Immersion
  - b) English Language Mainstream
  - c) Alternative Program, currently Bilingual Transitional Alternative Program
  - d) Instructional materials to be used in the different program options
  
- The district superintendent or designee must approve the waiver pursuant to guidelines established by the school board.
- Waivers to Request an Alternative Program shall be granted under one of the following circumstances:
  - a) Child already knows English and possesses good English language skills (EC 311 [a]).
  - b) Child is 10 years or older and it is the informed belief of the school principal and the educational staff that an alternate course of educational study would be better suited to the child's rapid acquisition of basic English language skills (EC 311 [b]).
  - c) Child with special needs (EC 311 [c]).
  - d) It is the informed belief of the school principal and educational staff that the child has such a special physical, emotional, psychological or educational need that an alternative course of educational study would be better suited to the child's overall educational development.
  
- Placement in a Structured English Immersion class for 30 calendar days is required for new students in the program.
- Waiver to Request an Alternative Program shall be granted unless the school principal, educational staff and the English Learner Program Office have and provide substantial evidence that the Alternative Program requested by the parent would not be better suited for the pupil.
- Parents shall be fully informed of their right to agree to or refuse a waiver.
- Parents will be informed in writing of the reasons for denial of a waiver and will be advised of any procedure available to appeal.
- All waivers shall be acted upon within 20 instructional days of submission to the school principal.
- If no space is available (or if the site does not currently offer the program), the parents are informed of their option to transfer to a site that has space available.
- If the parents decide to keep the child at their home school, the child's name is added to a waiting list and other instructional options are discussed with the parents or guardians. The English Learner Program Office is informed.
- Once the district's English Learner Program Office has record of 20 students on the waiting list, at a particular grade level, at a given site, who speak the same language, a Bilingual Transitional Alternative class may be added, as space allows.
- If the Waiver to Request an Alternative Program is denied, the Waiver Denial Process (CSL-22) is followed.

## English Learner Parental Exception Waiver

School \_\_\_\_\_ Date of Waiver Request \_\_\_\_\_  
Grade \_\_\_\_\_ Waiver request for school year \_\_\_\_\_  
Student's Full Name \_\_\_\_\_ Birthdate \_\_\_\_\_

I am the parent/guardian of the child named above. I have visited my child's school and have been provided with a full description of the programs and educational opportunities available to my child.

I request a waiver of the requirement that my child be placed in a Structured English Immersion (SEI) or an English Language Mainstream (ELM) program. I request, instead, that my child be placed in an alternative primary language program in which some of the instruction, textbooks and materials are provided in my child's native language.

Reason for waiver request (to be confirmed by the school district)

- My child already knows English (to be confirmed by standardized tests of English vocabulary comprehension, reading and writing at or above state average for my child's grade level.
- My child is at least 10 years old.
- My child has special needs.

I understand that the district must determine that my child's needs are suited for the alternative program. I further understand that I must request a waiver each year for my child to continue to participate in an alternative program.

\_\_\_\_\_  
Signature of parent/guardian                      Date                      Received by/date

- Waiver approved
- Waiver denied

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal signature \_\_\_\_\_ Date \_\_\_\_\_

White- School Site Cum/EL folder  
Yellow- EL Department  
Pink- Parent

parental exception waiver.doc

# Teaching and Learning

**English learners receive core and categorical program services that meet their assessed needs.**

**Each English learner receives instruction in English Language Development (ELD) and the core curriculum.**

All students must have access to grade-level core curriculum. Instructional programs for English learners are designed to promote the acquisition of high levels of English language performance, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through:

- Daily English Language Development
- Appropriately modified English language instruction
- Primary language support or instruction, as needed
- Academic instruction through English modified to meet the student's level of language performance. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum.

## **English Language Development (ELD)**

English Language Development is a part of each English learner's instructional program (20 USC 1703 [f], 6825 [c] [1] [A]; EC 300, 305, 306, 310; 5 CCR 11302 [a]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F. 2d 989, 1009-101). Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language performance level. In grades K-5, in order to teach at the performance level of each student, teachers combine or divide their students into groups within their classrooms or deploy students with other grade-alike teachers. In grades 6-8, students are placed in level- specific ELD sections.

This focused ELD time occurs as a daily segment of the student's schedule. ELD is taught daily for 30 minutes in grades K-5, and as a 30-55 minute course in grades 6-8 (ELPAC 1-2 receive a minimum of 55 minutes, ELPAC 3 receive a minimum of 30 minutes). The curriculum is based on the California English Language Development standards and it is supplemented with additional English Language Development materials.

Special Education English learners receive ELD through inclusion in ELD groups in general education classes or in small groups with the regular special education teacher, unless otherwise specified in their IEP. In both cases, these teachers are required to follow the district's approved curriculum or one of the ELA/ELD state-approved core replacements.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English performance. Each ELD standard is tied to one or more of the grade level English language arts standards and serves as a measure for determining a student's progress towards such standards. By the end of the Early Advanced performance level, students are expected to meet the same rigorous grade- level standards as native English speakers are expected to master.

In order to determine the student's annual progress in English, each English learner is assessed annually through the ELPAC. Additional data obtained from state and local assessments and teacher observation are considered to determine progress. The district's Catch-up Plan establishes benchmarks for the development of English language performance, and academic achievement as measured by state and local assessments.

### **Access to Core Content Instruction**

The district's program for English learners is designed to enable students to acquire English and learn grade-level academic content. Students enrolled in all of the program models are expected to master the ELD standards and meet grade-level standards in the core academic subject areas.

English learners' progress toward meeting ELD standards and grade-level standards in the core subject areas is assessed using multiple measures as aligned to the district's Catch-up Plan.

### **Catch-Up Plan**

Students not meeting Catch-Up Plan benchmarks, which are established based on student's length of time in the EL program, should be carefully monitored. As needs are identified through this analysis, academic interventions and additional instructional support during the school day shall be provided. These services shall enable the students to overcome any academic deficits before they become irreparable. The intervention and/or additional support will directly target the identified academic need; student performance will be monitored and documented. The effectiveness of the intervention and/or additional support will then be determined based on student performance on subsequent administrations of the on-going assessments. The academic interventions available at each site will vary based on available resources in personnel, funding, space, materials, and identified needs.

(20 USC 1703 [f], 6312 [c] [1] [M]; 6825 [c] [1] [B]; EC 306, 310; 5 CCR 11302 [b]; Castañeda v. Pickard [5th Cir. 1981] 648 F. 2d 989, 1009-1011)

### **English Learners in Special Education**

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English performance and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.



# Additional Parent Communications

# Annual-Initial Parent Letter

California Department of Education

## Santee School District INITIAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements



To the parent(s)/guardian(s) of: [REDACTED]

School: Carlton Oaks Elementary

Date: September 2021

Student SSID #: [REDACTED]  
Primary language: Albanian

Date of Birth: [REDACTED]

Grade: Kindergarten

**Dear Parent(s) or Guardian(s):** When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options from which you may choose the one that best suits your child. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

### Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessment (ELPAC) Initial ELPAC Performance Level
<b>Overall</b>	Initial Fluent English Proficient Score:507
Oral (Listening and Speaking)	Well developed
Written (Reading and Writing)	Well developed

Based on results of the English language proficiency assessment, your child has been identified as an **Initial Fluent English Proficient** student.

**Individualized Education Program (IEP) on file :** [REDACTED]

### Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. Santee School District's reclassification criteria are listed below:  
(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California Education Code Section 313[d])	LEA Criteria
<b>English Language Proficiency Assessment for California (ELPAC)</b> <ul style="list-style-type: none"> <li>Overall Level 4 – Well Developed</li> <li>Oral Language – Level 3 or Level 4</li> <li>Writing Language – Level 3 or Level 4</li> <li>Domains – Above Beginning</li> </ul>	<b>CAASPP Smarter Balanced English Language Arts</b> - Scale score above midpoint of Approaching Standard* <b>District Reading Assessments</b> iReady Reading = Lexile score of midpoint of Approaching Standard* - English Language Arts Performance Task - Approaching Standard on most recent trimester assessment <b>- Report Card Grades</b> <ul style="list-style-type: none"> <li>4<sup>th</sup> – 5<sup>th</sup> Grade – All English Language Arts grade above 2 on standards based report card and English Language development grade of Standard Met or above</li> <li>6<sup>th</sup> – 8<sup>th</sup> Grade – Language Arts grade of C or higher and English Language Development grade of C or higher</li> </ul>
<b>Comparison of Performance in Basic Skills</b>	
<b>Parental Opinion and Consultation</b>	
<b>Teacher Evaluation</b>	

\*Please contact Santee School District's English Learner Department at 619-258-2343 for specific score criteria by grade level.



**INITIAL PARENT NOTIFICATION LETTER**  
**Federal Title I or Title III and State Requirements**  
Page 2

FOR THE PARENT/GUARDIAN OF:



**Language Acquisition Programs**

We are required to provide a **Structured English Immersion (SEI)** program option. If you choose this option, your child will be placed in a classroom that uses mostly English for instruction. (See the description below.)

**Requesting a Language Acquisition Program**

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c])

**Description of Program Options and Goals for English Learners**

A description of the language acquisition programs provided in the Santee School District are listed below. Based on the English proficiency exam, your child has been assigned to the following program. If you wish for your child to be placed in a difference language acquisition program that best suits your child, please contact the English Learner Department at 619-258-2343. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
  
- English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

Parents/guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact the Education Resource Center (ERC) at 619-258-2350 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student exits the program, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

# Special Education



## Santee's Wildly Important Goals

**Goal #1-Raise mastery of reading and writing grade level literacy standards with annual, incremental growth of at least five percentage points resulting in 90% mastery by June 2023.**

To REACH the District's literacy goal, the Special Education Department will:

- Continue implementing the Read 180 and System 44 program with fidelity to maximize student progress for students in the Mild/Moderate SDC programs grades 3-8.
- Continue to implement iRead for Mild/Moderate SDC classes K-2 with fidelity to maximize student progress.
- Resource Specialists will continue implementing IReady for language arts with fidelity to maximize student progress.
- Continue to implement Ed Mark and Unique curriculum in the SDC Mod/Severe Programs to maximize student progress.
- Continue to offer various professional development opportunities for classified and credentialed employees.
- Continue to increase mainstreaming opportunities for students in SDC classes.

**Goal #2- Raise percentage of students feeling safe or very safe at school with annual, incremental growth of at least seven percentage points resulting in 100% of students feeling safe by June 2023.**

To REACH the District's safety goal, the Special Education Department will:

- The Santee Behavior Team (one behavior specialist and 2 student support assistants) will continue to support all 9 schools
- Continue offering CPI training 1x per month
- Continue to provide bus attendants to support students with disabilities on the bus
- Continue to provide Self-Match training for all new special education employees

# Santee School District Specialized Academic Programs

---

Mild to Moderate	Moderate to severe	Social/Emotional Program
Carlton Oaks	Carlton Hills	Hill Creek (K-4)
Cajon Park	Sycamore Canyon (Preschool)	Chet (5-8)
Rio Seco		
Sycamore Canyon (Preschool)		

**\*All school sites provide SAI services to general education students with IEPs\***

## Program Description

- **Resource Specialist (RSP):** There are RSP teachers at every school site and for every grade level. RSP teachers provide push in services for students and also pull out services for small group instruction. RSP teachers conduct all initial assessments to help determine students who qualify for SPED services.
- **Mild to Moderate:** Our mild/mod programs are offered at 4 school sites and focus on remedial academic work in addition to behavior support.
- **Moderate to severe:** This program is only offered at Carlton Hills and focuses on academics, communication and functional life skills curriculum.
- **Social/Emotional:** Our social/emotional program serves students who require social and emotional support and explicit teaching of coping strategies. There is a high staff to student ratio for more individualized support.
- **Preschool:** Is only offered at Sycamore Canyon and provides early intervention for children ages 3-5 years old. There are both mild/mod and mod/severe programs available at the preschool in addition to an assessment class. There is 1 transitional inclusion class that is ½ SPED students and ½ general education students.

# Technology



## Technology Department

---

The Technology Department is responsible for the coordination, management and support of the technology architecture, hardware, software, and respective resources throughout the District. We also provide expertise and leadership in the development, implementation, and support of technological solutions for the District.

Beside technical support, the Technology Department also provide publication/duplication services for the District.

The Technology Department consist of a Director, 2 System Administrators, 5 Computer Technicians, 3 System Technicians and 2 Publication Technicians.

Services provided by the Technology Department include:

- a. Management of the Student Information System
- b. Management and support for the District's 1:1 iPad program
- c. Depreciation replacement, service, repair, and support for:
  - a. Staff and Student iPad
  - b. Staff laptop and desktop
  - c. Classroom projectors
  - d. Other classroom technology equipment
- d. Technical support and management of:
  - a. WAN and LAN network
  - b. District wide wireless network
  - c. Centralized servers and digital storage
  - d. Enterprise Applications and Database
  - e. Network and Data Security
  - f. Telecommunication services
  - g. Curriculum software and apps
  - h. Website development
  - i. Microsoft Office365 Email
- e. Full-service publication services including:
  - a. High speed copying
  - b. Binding and Cutting
  - c. NCR printing
  - d. CD/DVD duplication
  - e. Brochures and Business Card
  - f. Instructional Curriculum
  - g. Envelopes and Letter head

## Out-of-School Time Programs

---

The [Out-of-School Time Department](#) supports the Santee School District through quality child-centered preschool and school-age programs that provide a safe environment and a variety of opportunities that enrich the lives of children and youth.

[Project SAFE](#) is a year round before and after school program operating at eight schools in the Santee School District from 6:30 am to 6:00 pm. We are a fee-based program for the children of Santee School District for grades TK-8.

The [ASES Program](#) is available at PRIDE Academy at Prospect Avenue only. This enrichment program is State funded and abides by a number of attendance guidelines in order to operate.

The [Expanded Learning Opportunities Programs \(ELO\)](#) are designed to increase access to educational and enrichment services beyond PRIDE ASES and Project SAFE's current offerings. ELOP will allow schools to increase service offerings in academics, wellness and enrichment and give all students and families the flexibility to participate based on their needs and interests.

# Human Resources/ Pupil Services

## Table of Contents

- **Summary of Services**
- **Organizational Chart**
- **Digital Services**
- **Employee Positions**
- **Employee Benefits**
- **Pupil Services**
- **Santee Collaborative**
- **Employee Association Contracts**





# Summary of Services



## Human Resources Summary of Services

*“The Santee Human Resources Department is committed to providing comprehensive personnel services with exceptional customer service.*

*Our charge is to recruit, select, and retain the best employees available. With each job search, we look for qualified prospective employees who understand their role in the changing world of education and have the best interest of students at heart. We believe that the success of our students begins with the success of our employees.*

*To ensure equity throughout the district, we actively and consistently adhere to established policies, procedures, and practices, which have been developed through Governing Board action, legal decisions, and negotiated agreements.”*

The above statement welcomes all viewers to the Human Resources website. The services outlined on our website are comprehensive and can be fully reviewed at: <http://www.santeesd.net/page/115>

In summary, the Human Resources Department is responsible for services to all current and retired employees of the Santee School District.

Our range of services include recruiting, hiring, credentialing, performance evaluations, employee health benefits administration, securing substitutes, employee transfers, and responding to employment matters for our clientele. Many of our services are managed through online processes which encourage transparency and access for all employees.

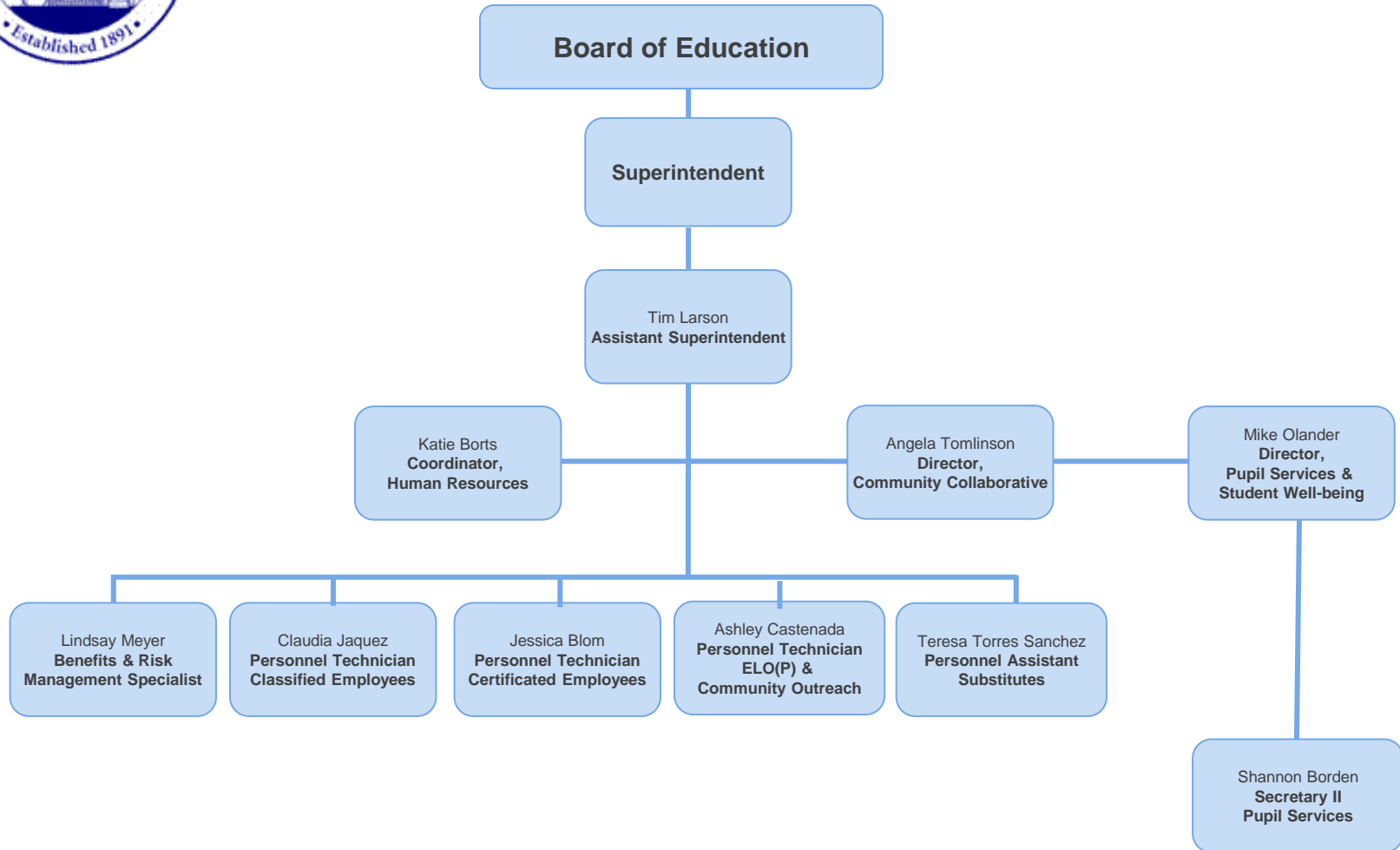
Our department works closely with the Board of Education, Executive Council, and Site Administration on matters related to collective bargaining and contract administration. We routinely meet with representatives of the employee organizations to facilitate communication on matters of concern to employees and the district.

# Organizational Chart





# Human Resources & Pupil Services



# Digital Services



# Santee School District Annual Online Trainings

Catalog
Live Classes
Surveys
Resources
Learning Path
Role: Content Admin

**Santee SD 2020-21 Required Training**

	Training for Employees Required to Wear N95 Masks at Work							
	Cleaning/Disinfecting for the Coronavirus (SARS-CoV-2)							
	District Training - General Topics 20-21							
	AB1432 Mandatory Reporter 2020-2021							
	Mandated Reporting: A Tool to Prevent SAMM 20-21							
	AB1825 Sexual Harassment (Administrators and Supervisors) 20-21							
	Assisting in Suicide Prevention 20-21							
	Bloodborne Pathogens Awareness 20-21							
	SB1343 Sexual Harassment Training 20-21							
	Integrated Germ Management							
	Injury and Illness Prevention Programs							

**Recently Edited**

Integrated Pest Management		
Training for Employees Required to Wear N95 Masks at Work		
Assisting in Suicide Prevention 20-21		
SB1343 Sexual Harassment Training 20-21		
AB1825 Sexual Harassment (Administrators and Supervisors) 20-21		

# PowerSchool Digital Employee Services

## Perform

Unified Talent Perform

Staff

All Staff | Not Evaluated | Evaluation | Action Plan | Evaluation Dashboard

Search  
Enter any part of the name, employee id, building, or process name to search.  Show Direct Reports of My Direct Reports

Process:  Job Type:  Tenure Level:

<input type="checkbox"/>	Last	First	Employee ID	Job	Start Date	Hire Date		
<input type="checkbox"/>	Borts	Katherine	605222	Benefits/Risk Mgmt Specialist	06/29/2016		<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>
<input type="checkbox"/>	Fenly	Jessica	636842	Personnel Assistant/Substitute	06/25/2020	06/25/2020	<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>
<input type="checkbox"/>	Jaquez	Claudia	622493	Personnel Technician	07/09/2018		<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>
<input type="checkbox"/>	Meyer	Lindsay	526785	Personnel Technician	05/14/2018		<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>
<input type="checkbox"/>	Olander	Michael	446828	Dir Pupil Ser/Stud Well-Being	08/06/2014		<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>
<input type="checkbox"/>	Ortega	Karen	105922	No Jobs			<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>
<input type="checkbox"/>	Riffel	Helen	234727	Dir Community Collaborative	04/02/2001		<input type="button" value="Start a Process"/>	<input type="button" value="Folder"/>

« < 1 > » 1-7 of 7

15 per page

0 Selected |  |

Bulk Action

# PowerSchool Digital Employee Services

## Personnel File

MY TASKS  BLANK DOCS  FILES  FILING  CONTRACTS  REPORTS  CONFIGURE 

**TIMOTHY LARSON** ID# 525271  
Job Type: Asst Supt HR/Pupil Services Location: HUMAN RESOURCES/PUPIL SERVICES

FILES CONTACT LOG

### PERSONNEL FILES



ASSIGN CHECKLIST 	 Beginning of the Year Trainings COMPLETE	 Beginning of the Year Trainings COMPLETE	 Certificated Management S-195A COMPLETE	 Benefits: Annual Open Enrollment Checklist COMPLETE	 Certificated Management S-195A COMPLETE	 Memo to Staff on Health and Safety COMPLETE	 Memo to Staff on Health and Safety COMPLETE	 Santee School District Trainings	CREATE FOLDER 	Annual Trainings	Benefits	Certificated Staff	Confidential Personnel Information
Contracts & Agreements	Discipline	I-9 Folder	Leave	No Child Left Behind (NCLB)	Non-Industrial Accommodat...	Payroll	Performance Evaluations	Personnel	Personnel - Paper Documents	Professional Development	Resources	Workers' Comp Documents	

Copyright © 2005-2020 - PowerSchool Group LLC and/or its affiliate(s) | [View Master Subscription Agreement](#)



# PowerSchool Digital Employee Services

## Recruit and Hire

Unified Talent  
Applicant Tracking ★

Welcome to TalentEd Hire [Sign Out](#)

TOOLS APPLICATION MANAGER DASHBOARD REPORTS ANALYTICS CONFIGURE SUPPORT

### TOOLS

- Posting Management**  
Job Postings  
Requisitions  
Requisition Approval
- Application Management**  
Application Manager
- Interviews & Recommendations**  
My Interviews  
Hiring Approvals
- Document Library**  
Document Library
- Candidate Customer Service**  
Candidate FAQ  
Candidate Questions
- Job Fairs & Career Days**  
Job Fairs  
Career Days
- Forms Exchange**  
Exchange

Copyright © 2005-2020 - PowerSchool | [View Master Subscription Agreement](#)

# Employee Positions



CERTIFICATED COUNT BY SITE FOR 2022-2023 AS OF 8-25-2022

8/25/2022

GRADE	PD	CH	SC	PA	CP	CFH	CO	RS	HC	ES	HR	SUPT	SE	TOTAL	
TK	1	1	1	1	1	1	1	0	1					8	PD-Brumley, CP-Williams, CFH-Zobel, CO-Cohen, CH-Sciarretta, SC-Wilson, PA-Sherman, HC-Lindsay
TK-KDG	0	0	0	0	0	0	0	0	0					0	
Kdg	2	2	2	2	3	2	2	3	3					21	
Kdg-1st	1	1	0	1	0	1	1	1	0					6	
1st	2	1	2	2	3	2	3	4	3					22	CP-shared (Powell/Azzarella)
1st-2nd	0	1	0	1	0	1	1	0	0					4	
2nd	3	2	2	3	3	2	3	4	3					25	
2nd-3rd	1	0	1	0	0	0	0	1	1					4	
3rd	2	2	1	3	4	3	3	3	3					24	CO-shared (Costa/Oliver)
3rd-4th	0	0	1	0	0	0	0	0	0					1	
4th	3	2	1	1	3	2	3	3	2					20	
4th-5th	0	0	0	1	0	1	0	0	1					3	
5th	3	2	2	1	3	2	3	3	2					21	HC-shared (Maloy/Haley)
5th-6th	1	0	0	1	1	0	0	1	1					5	
6th	3	2	1	2	3	2	3	4	2					22	
6th-7th	0	0	0	0	0	0	0	0	0					0	
7th	3	2	0	0	4	3	4	3	2					21	
7th-8th	0	0	0	4	0	0	0	0	0					4	
8th	3	3	0	0	3	2	3	4	2					20	
<b>Total (Regular)</b>	<b>28</b>	<b>21</b>	<b>14</b>	<b>23</b>	<b>31</b>	<b>24</b>	<b>30</b>	<b>34</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>231</b>	
<b>SDC (SAI)</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>7</b>	<b>2</b>				<b>2</b>	<b>36</b>	CH-May, Ali, McFaul, Phillips, Brown SC-Addenbrooke, Chuang, McPhillips, Accardi, O'Connor, Williams, Talbot, CP-Engle, Davis, Summers, Clixby, Rodda, CFH-Hester, Schmelzen, Jennings, CO-Kaas, Walter, Asahara, Bloomfield, Gulick, Mitchell, Castro, RS- Foley, Starkey, Carrillo, Stergios, Moran, Wilson, Laughlin, HC- Wilson, Dibello Gale, SE- Glover Fanucchi
Lang Arts Spec	0	0	0	1	0	1	0	0	0				0	2	PA-Jackson, CFH-Treglio
Intervention Res	4	1	1	1	2	1	2	3	1				0	16	PD-Atkinson, Dubnicka, Rote, Towne, CH-Larson, SC-Mahoney CP-Riddespurger, Smith CFH-Koch, CO-Niemic, Harris RS- White, Turner-Gonzales, Werner, HC-Krynski, PA-Dust
RSP	4	3	1	1	2	2.5	3	2	2				0	20.5	PD-Cole, Reid, Hart, Caudren, CH-Coman, Anderson, Caudren, SC-Lincoln, Andrew, PA-Fusi, CP-Wiley, Hodge, Glover-Fannuchi, CFH- Zurmuhe, Bailey (0.5), Hohimer, CO-Mars, Henriksen shared (Harlow/Evans), RS-Hunt, Jennings HC-
Mobility	0	0	0	0	0	0	0	0	0				1	1	Abbott
LSH/SLP	1	2	4	1	3	1	2	2	1				0	17	PD-Pabis, CH-Barnette, Doherty, SC-Borzilleri, Oneal, Hoffman, O'Brien CP-Hopwood, Millman, Goda CO-McCauley, Martinez, Larkin, RS-Isaacso, HC-Andrew, PA-Gervase, CFH-Bartfeld
VI Teacher	0	0	0	0	0	0	0	0	0				0	0	
Adapted PE	0	0	0	0	0	0	0	0	0				2	2	Rapplevea, McGowan
Preschool	0	0	3	3	0	0	0	0	0				0	6	Judd, Graham, Brigida, Hernandez, Chuang, Rack
Alternative	0	0	0	0	0	0	0	0	0	2			0	2	Noujaim, Biondo
Curr Res Tch	0	0	0	0	0	0	0	0	0	5			0	5	Rolf, Boulais, Mitchell, Stanley, Cydell
Santee Success	0	0	0	0	0	0	0	0	0				0	0	
District Nurse	0	0	0	0	0	0	0	0	0	0			0	0	
Psychologist	0	1	0	0	1	1	0	1	0				3	7	CP-Powell, CH/CFH Split-Tackett, RS-Saska, SC-McCarthy, SE-Garcia, Albright, Knight
Prog Specialist	0	0	0	0	0	0	0	0	0				0	0	
Behavior Spec	0	0	0	0	0	0	0	0	0				1	1	Rainbolt
Couns/Soc Wrkr	1	1	0	1	2	0	2	0	0	0	5		0	12	PD-Shirey, CH-Da Silva, PA-Lopez-Cedillo (0.8), CP-Stretton, Cole CO-Thompson, George, HR-Fernandez-Perez, Schweller, Morales, McLean-Simma, HC/CH/PA-Farmer, CFH/PD/SC-Breslow, CO/RS/CP-Meyers
Admin Itrn/Demo	0	0	1	0	1	0	1	1	0				0	4	CO/RS-Allen, CP/SC-Bittle
Demo Teacher	0	0	0	0	0	0	0	0	0				0	0	
Admin Leave	0	0	0	0	0	0	0	0	0				0	0	
EAK	0	0	0	0	0	0	0	0	0				0	0	
<b>Total FTE Cert</b>	<b>38</b>	<b>33</b>	<b>31</b>	<b>31</b>	<b>47</b>	<b>33.5</b>	<b>46</b>	<b>50</b>	<b>32</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>9</b>	<b>362.5</b>	
Actual Cert	43	32	27	29	46	29	43	42	35	6	8	0	15	355	
Actual Non-Mgt Cert Total	43	32	27	29	47	29	43	43	34	6	8	0	15	355	
	PD	CH	SC	PA	CP	CFH	CO	RS	HC	ES	HR	Supt	SE	TOTAL	
Principal	1	1	1	1	1	1	1	1	1	0	0	0	0	9	PD-Locke, CH-Dobbins, SC-Hicks, PA-Bonser, CP-Johnston, CFH-Hooks, CO-Richard, RS-Southcott, HC-Forster
Vice Principal	1	1	0	0	1	1	1	1	1	0	0	0	0	7	PD-Horner, CH-Ramirez, CP-Hohimer, CFH-Benedetto, CO-Murphy, RS-Rogers, HC-Farren
Supt, Asst. Supt, Director, Coordinator	0	0	0	0	0	0	0	0	0	4	2	1	3	10	Supt-Baranski, Asst Supt HR/PS-Larson, Asst Supt ES-Pierce, Director- McGinty, Prouty, Montler, Minutelli, Olander, Coordinator-Downing, Chisholm
<b>Total FTE Mgmt</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>26</b>	
<b>Total FTE Cert Mgmt &amp; Non-Mgmt</b>	<b>40</b>	<b>34</b>	<b>32</b>	<b>32</b>	<b>49</b>	<b>35.5</b>	<b>48</b>	<b>52</b>	<b>36</b>	<b>11</b>	<b>7</b>	<b>1</b>	<b>12</b>	<b>388.5</b>	
<b>Actual Mgmt &amp; Non-Mgmt Cert</b>	<b>45</b>	<b>34</b>	<b>28</b>	<b>31</b>	<b>48</b>	<b>31</b>	<b>45</b>	<b>44</b>	<b>36</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>18</b>	<b>381.00</b>	

Grand total includes full & part time employees

PA-share CP-shares CFH-shares CO-shares SC-shares



CLASSIFIED COUNT BY SITE 2017-18 AS OF MAY 18, 2018

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
91	Admin Sec											1		1									2
92	Exective Assistant																				1	1	
93	Payroll Spec											1											1
94	TOTAL MGMT/CONF																						19
95	TOTAL CLASSIFIED	28	40	44	27	7	34	25	36	31	38	10	9	8	12	11	18	10	14	21	2	425.00	
96		PD	CH	SC	PA	PAX	CP	CFH	CO	RS	HC	BS	HR	ES	CNS	SE	M/O	OST	TCS	TRANS	SUPT	TOTAL	

**Management Employees  
2022 - 2023**

**Certificated**

Position	Number of Employees
Superintendent	1
Assistant Superintendent	2
Director, Special Education	1
Director, Pupil Services & Student Well Being	1
Director, Curriculum & Assessment	1
Director Assessment & Learning Support	1
Director, Instructional Technology	1
Principal	9
Vice Principal	8
Coordinator, Health and Nursing Services	1
Coordinator, Special Education	1

**Classified**

Position	Number of Employees
Assistant Superintendent	1
Director, Facilities, Maintenance & Operations	1
Director, Child Nutrition	1
Director, Out-of-School Time Programs	1
Director, Information Technology	1
Director, Community Collaborative	1
Director, Communications & Community Engagement	1
Director, Fiscal Services	1
Coordinator, Human Resources	1
Coordinator, Maintenance & Operations	1
Coordinator, Out-of-School Time	2
System Administrator	2

**Confidential**

Position	Number of Employees
Executive Assistant	1
Administrative Secretary	2
Payroll Specialist	1

Total Management:

45

# Employee Benefits







# 2022

## EMPLOYEE BENEFITS RESOURCE

January 1, 2022 – December 31, 2022



# TABLE OF CONTENTS

## HUMAN RESOURCES:

Lindsay Meyer  
Benefits & Risk Management  
Specialist

Phone:  
619.258.2313

Email:  
[Lindsay.meyer@santeesd.net](mailto:Lindsay.meyer@santeesd.net)

## EMPLOYEE BENEFITS

Enrollment Checklist 1

## ELIGIBILITY & WAIVING COVERAGE

2

## ENROLLMENT RIGHTS

2

## MARKETPLACE MEDICAL PLANS

3

Kaiser HMO 4-5

Blue Shield HMO Access+ 6-7

Blue Shield HMO Trio 8-9

Blue Shield PPO 10

Blue Shield PPO Tandem 11

Kaiser HMO HMO HDHP/H S A 12

Blue Shield PPO HDHP/H S A 13

Blue Shield PPO Tandem HDHP/H S A 14

Telemedicine 15

Pharmacy & Chiropractic 16

Health Savings Accounts (HSA) 17

## DENTAL BENEFITS

Delta Care USA DHMO Plan 18

Delta Dental PPO Plan 19

## VISION BENEFITS

VSP Vision Plan 20

## LIFE AND AD&D

Hartford Basic Life and AD&D 21

Hartford Voluntary Life and AD&D 21

## FLEXIBLE SPENDING ACCOUNTS (FSAS)

22

## VOLUNTARY BENEFITS

23-25

## ADVOCACY AND EAP

26-27

## RETIREMENT

28-29

## WELLNESS

30

## TENTHLY BENEFIT COSTS

31-36

## BENEFITFOCUS

37-39

## HOW TO READ YOUR PAYCHECK

40-42

## CONTACTS

43

## GLOSSARY

44

## REQUIRED NOTICES

45



# EMPLOYEE BENEFITS

Santee School District provides eligible employees with a comprehensive employee benefit package that is partially paid for by the District. The EMPLOYER-sponsored plans for employee and family coverage are:

- Medical
- Vision
- Dental
- Basic Term Life/AD&D

In addition, Santee School District offers employees the opportunity to participate in a variety of additional voluntary benefits that can be funded by convenient payroll deductions including:

- Disability
- Life/AD&D
- Accident / Cancer / Critical Illness
- MetLife Legal Plans
- Homeowners & Auto Insurance
- Pet Insurance
- Flexible Spending Accounts

## HOW TO ENROLL

The first step is to review your benefit plan options. Verify your personal information and make any changes if necessary. Make your benefit elections. Once you have made your elections, you will not be able to change them until the next open enrollment period *unless you have a qualified change in status*.

## WHEN TO ENROLL

Current employees who are newly eligible for benefits will be assigned a New Benefits Checklist in TalentEd to complete.

## ENROLLMENT CHECKLIST

- Take some time to learn about all of the benefit options that are available to you. Read this *2022 Employee Benefits Guide* carefully as you consider your plan choices.
- Attend a Benefits Enrollment Meeting to better understand the details of the marketplace medical plan choices, get an overview of all the benefit programs, and have an opportunity to ask questions.
- Decide if you want to enroll in a Flexible Spending Account (Healthcare and/or Dependent Day Care). Remember: you must actively enroll each year.
- You may also wish to read the *HSA Plan Quick Guide* which provides a more detailed overview of the HSA Plan. HSA Plan members, decide if you want to make a contribution to your Health Savings Account.
- Actively enroll online through <https://santeesdbenefits.hrntouch.com> during the enrollment period: October 1 through October 31, 2021. Changes are effective on January 1, 2022. You must log onto Benefitfocus to re-enroll in your desired medical plan or your coverage may be affected.
- Review your beneficiary(ies). Make any necessary updates to ensure the accuracy of your beneficiary information for Life/AD&D insurance.
- Once you have completed your enrollment online, save or print a copy of your confirmation statement, review it for accuracy, and retain it for your records.
- The Benefits Department will not mail confirmations to your home address so this is your only record of your enrollment.

# ELIGIBILITY, WAIVING COVERAGE AND ENROLLMENT RIGHTS

## ELIGIBILITY

Employees are eligible for the District's benefits on the first of the month following your contract date of hire provided you meet the minimum eligible employee guidelines as defined by the District.

You may enroll your eligible family members in the same medical and/or dental plans you choose for yourself. Eligible family members include:

- Your legally married spouse
- Your registered domestic partner
- Your children under the age of 26 who are your biological children, stepchildren, adopted children or children for whom you have legal custody
- Your disabled children, age 26 or older who meet certain criteria, may continue health coverage
- Children of registered domestic partners

## PROOF OF DEPENDENT ELIGIBILITY

It is mandatory employees submit documentation verifying that the individuals enrolled in benefits meet the eligibility requirements. Acceptable documents include: certified copy of a marriage certificate, Declaration of Domestic Partnership form, birth or adoption/court-appointment guardianship certificate, or first page of current or previous year's tax form.

## WAIVING MEDICAL COVERAGE (CASH IN LIEU OF MEDICAL BENEFITS)

Upon providing proof of coverage in another group health plan and completing the Medical Coverage Declination form, employees may decline the district medical insurance as long as their group coverage is considered valid. To be considered valid, the group coverage for those waiving must meet the minimum essential benefit guidelines as outlined under the PPACA. Qualifying employees will receive an amount of \$900 annually, *prorated by pay period*.

## ENROLLMENT RIGHTS

During the District's annual open enrollment, employees have the opportunity to enroll or change your benefit elections for the upcoming plan year. The coverage(s) you elect during open enrollment cannot be changed during the plan year unless you have a qualifying life event or change in status as recognized under IRS.

## QUALIFYING LIFE EVENTS/CHANGE IN STATUS

- **Legal marital status including marriage, death of spouse, divorce, legal separation, or annulment;**
- **Number of dependents including birth, adoption, placement for adoption or death of a dependent;**
- **Employment status including termination or commencement of employment by the employee, spouse or dependent;**
- **Work schedule including a reduction or increase in hours of employment by the employee, spouse or dependent, including a switch between part-time and full-time, return from or commencement of an unpaid leave of absence;**
- **Change in your residence or worksite, which causes a loss or gain in coverage for the employee, spouse or dependent;**
- **Dependent children attaining age 26.**
- **Loss of coverage through Medicaid/Children's Health Insurance Program (CHIP) due to ineligibility;**
- **Becoming eligible for a state's premium assistance program under Medicaid or CHIP. Any change due to a qualifying life event must be made within 30 days of the event or within 60 days with eligibility changes under CHIP.**

*Remember! You are responsible for notifying the Benefits Department of any qualifying life event that would cause a change in benefit status including a COBRA eligibility change.*

# MARKETPLACE MEDICAL PLANS

## MARKETPLACE METAL PLAN CHOICES

The CSEBA Marketplace offers flexibility for employees to select plans that most fit your budget and lifestyle needs. All medical plans will be offered online in a tiered format enabling employees to compare plans and options before they make their election.

**The HMO and PPO plan choices are named after various metals, Bronze, Silver, Gold and Platinum:**

- **Bronze plans** offer the lowest monthly premium, but the employee's out-of-pocket cost will be highest at the time of service
- **Silver plans** offer a low monthly premium with a slightly higher cost share when employees access health care services
- **Gold plans** have a higher monthly premium and offer comprehensive coverage with the employee paying less out of pocket at the time health care services are received
- **Platinum plans** offer the most comprehensive coverage with the highest monthly premium. The employee cost share is the lowest when healthcare services are received; however, payroll deductions will be higher.

The platinum level is currently not available in PPO plans.

Through the Marketplace, employees will have the choice to enroll in one of the 21 medical plan options which include:

- Four Kaiser HMO Plans
- Eight Blue Shield HMO Plans
- Six Blue Shield PPO Plans
- One Kaiser HMO HSA Compatible High Deductible Health Plan
- Two Blue Shield PPO HSA Compatible High Deductible Health Plans

Employees who enroll in an HSA plans, will have the opportunity to set up a Health Savings Account (HSA) to help offset some of the out-of-pocket costs associated with these high deductible plans.



# KAISER HMO

Kaiser offers the choice between 4 HMO plan options which provide members with access to medical care through Kaiser Permanente physicians and hospitals. Services are covered if they are provided, prescribed or authorized by a Kaiser Plan Physician and you receive the services from Plan Providers inside the Southern California Region Service Area (your Home Region), except in the event of an emergency or where specifically noted to the contrary in the Evidence of Coverage (EOC).

The following summaries highlight the covered benefits under the Kaiser **Platinum** and **Gold** HMO plans. These plans have higher monthly premiums with lower out-of-pocket costs at the time of service.

## PLATINUM

Deductible & Maximum OOP:	
Annual Deductible	\$0
Maximum Yearly OOP Costs	\$1,500 ind / \$3,000 fam
Hospital Services	You Pay
Hospitalization	\$100
Mental Health/Substance Abuse	\$100
Outpatient surgery	\$50
Emergency & Urgent Care	You Pay
Ambulance Services	\$100
Emergency Care	\$100
Urgent Care Visits	\$15
Preventive Care	You Pay
Routine Physical Maintenance Exams	
Well Baby/Child Exams	No charge
Immunizations	
Diagnostic Testing	You Pay
Lab tests / diagnostic x-ray	No charge
MRI, most CT and PET scans	No charge
Outpatient Physicians Services	You Pay
Office Visits (PCP/Specialists)	\$15
Physical/Occupational/Speech Therapy	\$15
Mental Health/Substance Abuse	\$15
Other Services/Equipment	
Durable Medical Equipment	No charge
Home Health (up to 100 visits)	No charge
Hospice	No charge
Prescription: (30-day supply)	
Generic / Brand	\$10 / \$20
Specialty	20% (up to \$150 max)
Chiropractic/Acupuncture	
up to 30 combined visits/year	\$10 copay

## GOLD

Deductible & Maximum OOP:	
Annual Deductible	\$0
Maximum Yearly OOP Costs	\$2,500 ind / \$5,000 fam
Hospital Services	You Pay
Hospitalization	\$500
Mental Health/Substance Abuse	\$500
Outpatient surgery	\$250
Emergency & Urgent Care	You Pay
Ambulance Services	\$100
Emergency Care	\$100
Urgent Care Visits	\$20
Preventive Care	You Pay
Routine Physical Maintenance Exams	
Well Baby/Child Exams	No charge
Immunizations	
Diagnostic Testing	You Pay
Lab tests / diagnostic x-ray	No charge
MRI, most CT and PET scans	\$100
Outpatient Physicians Services	You Pay
Office Visits (PCP/Specialists)	\$20
Physical/Occupational/Speech Therapy	\$20
Mental Health/Substance Abuse	\$20
Other Services/Equipment	
Durable Medical Equipment	10%
Home Health (up to 100 visits)	No charge
Hospice	No charge
Prescription: (30-day supply)	
Generic / Brand	\$10 / \$20
Specialty	20% (up to \$150 max)
Chiropractic/Acupuncture	
up to 30 combined visits/year	\$10

# KAISER HMO

The following summaries highlight the covered benefits under the Kaiser **Silver** and **Bronze HMO** plans. These plans have lower monthly premiums with higher out-of-pocket costs at the time of service.

## SILVER

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$500 ind / \$1,000 fam
Maximum Yearly OOP Costs	\$3,000 ind / \$6,000 fam
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	10% AD <sup>(1)</sup>
Outpatient surgery	10% AD <sup>(1)</sup>
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	\$150
Emergency Care	10% AD <sup>(1)</sup>
Urgent Care Visits	\$20
<b>Preventive Care</b>	<b>You Pay</b>
Routine Physical Maintenance Exams	
Well Baby/Child Exams	No charge
Immunizations	
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	\$10
MRI, most CT and PET scans	10% up to \$50
<b>Outpatient Physicians Services</b>	<b>You Pay</b>
Office Visits (PCP/Specialists)	\$20
Physical/Occupational/Speech Therapy	\$20
Mental Health/Substance Abuse	\$20
<b>Other Services/Equipment</b>	<b>You Pay</b>
Durable Medical Equipment	20%
Home Health (up to 100 visits)	No charge
Hospice	No charge
<b>Prescription: (30-day supply)</b>	<b>You Pay</b>
Generic / Brand	\$10 / \$30
Specialty	20% (up to \$150 max)
<b>Chiropractic/Acupuncture</b>	<b>You Pay</b>
up to 30 combined visits/year	\$15

## BRONZE

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$1,500 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	30% AD <sup>(1)</sup>
Mental Health/Substance Abuse	30% AD <sup>(1)</sup>
Outpatient surgery	30% AD <sup>(1)</sup>
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	\$150
Emergency Care	30% AD <sup>(1)</sup>
Urgent Care Visits	\$40
<b>Preventive Care</b>	<b>You Pay</b>
Routine Physical Maintenance Exams	
Well Baby/Child Exams	No charge
Immunizations	
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	\$10
MRI, most CT and PET scans	30% up to \$50
<b>Outpatient Physicians Services</b>	<b>You Pay</b>
Office Visits (PCP/Specialists)	\$40
Physical/Occupational/Speech Therapy	\$40
Mental Health/Substance Abuse	\$40
<b>Other Services/Equipment</b>	<b>You Pay</b>
Durable Medical Equipment	20%
Home Health (up to 100 visits)	No charge
Hospice	No charge
<b>Prescription: (30-day supply)</b>	<b>You Pay</b>
Generic / Brand	\$10 / \$30
Specialty	20% (up to \$150 max)
<b>Chiropractic/Acupuncture</b>	<b>You Pay</b>
up to 30 combined visits/year	\$15

# BLUE SHIELD HMO - ACCESS+ NETWORK

Blue Shield's Access+ HMO plans offer members medical care through physicians and facilities in the Access+ network.

Upon enrolling in any one of the Blue Shield HMO plans, you must choose a primary care physician (PCP) from the network. Your PCP will coordinate your care, including referrals to specialists. Covered family members can select different PCPs and/or medical groups within the network. Members may also change PCPs or medical groups within the network during the year.

Blue Shield HMO benefits are covered only when services are provided or coordinated by the primary care physician and authorized by the participating medical group or independent practice association (IPA), except services provided under the "Access+ Specialist" feature. This feature allows members to self-refer for specialty consultation within the member's medical group. Excludes allergy, dermatology, PT and Podiatry.

The following summaries highlight the covered benefits under the Blue Shield Access+ **Platinum** and **Gold** HMO plans. These plans have higher monthly premiums with lower out-of-pocket costs at the time of service.

## PLATINUM

### Deductible & Maximum OOP:

Annual Deductible	\$0
Maximum Yearly OOP Costs	\$1,500 ind / \$3,000 fam

### Hospital Services

	You Pay
Hospitalization	\$100
Mental Health/Substance Abuse	\$100
Outpatient surgery	\$50

### Emergency & Urgent Care

	You Pay
Amulance Services	\$100
Emergency Care	\$100
Urgent Care Visits	\$15

### Preventive Care

Preventive Health Services	No charge
California Prenatal Screening Program	No charge

### Diagnostic Testing

Lab tests / diagnostic x-ray	No charge
MRI, most CT and PET scans	No charge

### Outpatient Physicians Services

Office Visits (PCP/Specialists)	\$15
Physical/Occupational/Speech Therapy	\$15
Mental Health/Substance Abuse	\$15

### Other Services/Equipment

Durable Medical Equipment	No charge
Home Health (up to 100 visits)	\$15
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$20 / \$40
Specialty	20% (to \$150 max)

### Chiropractic/Acupuncture

up to 30 combined visits/year	\$10
-------------------------------	------

## GOLD

### Deductible & Maximum OOP:

Annual Deductible	\$0
Maximum Yearly OOP Costs	\$2,500 ind / \$5,000 fam

### Hospital Services

	You Pay
Hospitalization	\$500
Mental Health/Substance Abuse	\$500
Outpatient surgery	\$250

### Emergency & Urgent Care

	You Pay
Amulance Services	\$100
Emergency Care	\$100
Urgent Care Visits	\$20

### Preventive Care

Preventive Health Services	No charge
California Prenatal Screening Program	No charge

### Diagnostic Testing

Lab tests / diagnostic x-ray	No charge
MRI, most CT and PET scans	No charge

### Outpatient Physicians Services

Office Visits (PCP/Specialists)	\$20
Physical/Occupational/Speech Therapy	\$20
Mental Health/Substance Abuse	\$20

### Other Services/Equipment

Durable Medical Equipment	10%
Home Health (up to 100 visits)	\$20
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$20 / \$40
Specialty	20% (to \$150 max)

### Chiropractic/Acupuncture

up to 30 combined visits/year	\$10
-------------------------------	------



# BLUE SHIELD HMO – ACCESS+ NETWORK

The following summaries highlight the covered benefits under Blue Shield’s Access+ **Silver** and **Bronze** HMO plans. These plans have lower monthly premiums with higher out-of-pocket costs at the time of service.

## SILVER

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$500 ind / \$1,000 fam
Maximum Yearly OOP Costs	\$3,000 ind / \$6,000 fam
<b>Hospital Services</b>	
<b>You Pay</b>	
Hospitalization	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	10% AD <sup>(1)</sup>
Outpatient surgery	10% AD <sup>(1)</sup>
<b>Emergency &amp; Urgent Care</b>	
<b>You Pay</b>	
Amulance Services	\$150
Emergency Care	10%
Urgent Care Visits	\$20
<b>Preventive Care</b>	
Preventive Health Services	No charge
California Prenatal Screening Program	No charge
<b>Diagnostic Testing</b>	
Lab tests / diagnostic x-ray	\$10
MRI, most CT and PET scans	\$10
<b>Outpatient Physicians Services</b>	
Office Visits (PCP/Specialists)	\$20
Physical/Occupational/Speech Therapy	\$20
Mental Health/Substance Abuse	\$20
<b>Other Services/Equipment</b>	
Durable Medical Equipment	20%
Home Health (up to 100 visits)	\$20
Hospice	No charge
<b>Prescription: (30-day supply)</b>	
Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	20% (to \$150 max)
<b>Chiropractic/Acupuncture</b>	
up to 30 combined visits/year	\$15

## BRONZE

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$1,500 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam
<b>Hospital Services</b>	
<b>You Pay</b>	
Hospitalization	30% AD <sup>(1)</sup>
Mental Health/Substance Abuse	30% AD <sup>(1)</sup>
Outpatient surgery	30% AD <sup>(1)</sup>
<b>Emergency &amp; Urgent Care</b>	
<b>You Pay</b>	
Amulance Services	\$150
Emergency Care	30%
Urgent Care Visits	\$40
<b>Preventive Care</b>	
Preventive Health Services	No charge
California Prenatal Screening Program	No charge
<b>Diagnostic Testing</b>	
Lab tests / diagnostic x-ray	\$10
MRI, most CT and PET scans	\$10
<b>Outpatient Physicians Services</b>	
Office Visits (PCP/Specialists)	\$40
Physical/Occupational/Speech Therapy	\$40
Mental Health/Substance Abuse	\$40
<b>Other Services/Equipment</b>	
Durable Medical Equipment	20%
Home Health (up to 100 visits)	\$40
Hospice	No charge
<b>Prescription: (30-day supply)</b>	
Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	20% (to \$150 max)
<b>Chiropractic/Acupuncture</b>	
up to 30 combined visits/year	\$15



# BLUE SHIELD HMO – TRIO NETWORK

Blue Shield’s Trio HMO plans offer members the same benefits as the Access+ HMO plan options, but with a lower monthly premium through a select group of physicians and facilities under the Trio Network.

Upon enrolling in one of the Trio HMO plans you must choose a primary care physician (PCP) from Trio’s network. Your PCP will coordinate your care, including referrals to specialists. Enrolled dependents can select different PCPs and/or medical groups within the network. Members may also change PCPs or medical groups within the network during the year.

Trio HMO plan services are covered only when provided or coordinated by the PCP and authorized by the participating medical group or independent practice association (IPA), except services provided under the “Access+ Specialist” feature. This feature allows members to self-refer for specialty consultation within the member’s medical group. Excludes allergy, dermatology, PT and Podiatry.

The following summaries highlight the covered benefits under Blue Shield’s Trio **Platinum** and **Gold** HMO plans. These plans have higher monthly premiums with lower out-of-pocket costs at the time of service.

## PLATINUM

### Deductible & Maximum OOP:

Annual Deductible	\$0
Maximum Yearly OOP Costs	\$1,500 ind / \$3,000 fam

### Hospital Services You Pay

Hospitalization	\$100
Mental Health/Substance Abuse	\$100
Outpatient surgery	\$50

### Emergency & Urgent Care You Pay

Amulance Services	\$100
Emergency Care	\$100
Urgent Care Visits	\$15

### Preventive Care

Preventive Health Services	No charge
California Prenatal Screening Program	No charge

### Diagnostic Testing

Lab tests / diagnostic x-ray	No charge
MRI, most CT and PET scans	No charge

### Outpatient Physicians Services

Office Visits (PCP/Specialists)	\$15
Physical/Occupational/Speech Therapy	\$15
Mental Health/Substance Abuse	\$15

### Other Services/Equipment

Durable Medical Equipment	No charge
Home Health (up to 100 visits)	\$15
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$20 / \$40
Specialty	20% (to \$150 max)

### Chiropractic/Acupuncture

up to 30 combined visits/year	\$10
-------------------------------	------

## GOLD

### Deductible & Maximum OOP:

Annual Deductible	\$0
Maximum Yearly OOP Costs	\$2,500 ind / \$5,000 fam

### Hospital Services You Pay

Hospitalization	\$500
Mental Health/Substance Abuse	\$500
Outpatient surgery	\$250

### Emergency & Urgent Care You Pay

Amulance Services	\$100
Emergency Care	\$100
Urgent Care Visits	\$20

### Preventive Care

Preventive Health Services	No charge
California Prenatal Screening Program	No charge

### Diagnostic Testing

Lab tests / diagnostic x-ray	No charge
MRI, most CT and PET scans	No charge

### Outpatient Physicians Services

Office Visits (PCP/Specialists)	\$20
Physical/Occupational/Speech Therapy	\$20
Mental Health/Substance Abuse	\$20

### Other Services/Equipment

Durable Medical Equipment	10%
Home Health (up to 100 visits)	\$20
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$20 / \$40
Specialty	20% (to \$150 max)

### Chiropractic/Acupuncture

up to 30 combined visits/year	\$10
-------------------------------	------

# BLUE SHIELD HMO – TRIO NETWORK

The following summaries highlight the covered benefits under the Blue Shield Trio **Silver** and **Bronze** HMO plans. These plans have lower monthly premiums with higher out-of-pocket costs at the time of service.

## SILVER

### Deductible & Maximum OOP:

Annual Deductible	\$500 ind / \$1,000 fam
Maximum Yearly OOP Costs	\$3,000 ind / \$6,000 fam

### Hospital Services You Pay

Hospitalization	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	10% AD <sup>(1)</sup>
Outpatient surgery	10% AD <sup>(1)</sup>

### Emergency & Urgent Care You Pay

Amulance Services	\$150
Emergency Care	10%
Urgent Care Visits	\$20

### Preventive Care

Preventive Health Services	No charge
California Prenatal Screening Program	No charge

### Diagnostic Testing

Lab tests / diagnostic x-ray	\$10
MRI, most CT and PET scans	\$10

### Outpatient Physicians Services

Office Visits (PCP/Specialists)	\$20
Physical/Occupational/Speech Therapy	\$20
Mental Health/Substance Abuse	\$20

### Other Services/Equipment

Durable Medical Equipment	20%
Home Health (up to 100 visits)	\$20
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	20% (to \$150 max)

### Chiropractic/Acupuncture

up to 30 combined visits/year	\$15
-------------------------------	------

## BRONZE

### Deductible & Maximum OOP:

Annual Deductible	\$1,500 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam

### Hospital Services You Pay

Hospitalization	30% AD <sup>(1)</sup>
Mental Health/Substance Abuse	30% AD <sup>(1)</sup>
Outpatient surgery	30% AD <sup>(1)</sup>

### Emergency & Urgent Care You Pay

Amulance Services	\$150
Emergency Care	30%
Urgent Care Visits	\$40

### Preventive Care

Preventive Health Services	No charge
California Prenatal Screening Program	No charge

### Diagnostic Testing

Lab tests / diagnostic x-ray	\$10
MRI, most CT and PET scans	\$10

### Outpatient Physicians Services

Office Visits (PCP/Specialists)	\$40
Physical/Occupational/Speech Therapy	\$40
Mental Health/Substance Abuse	\$40

### Other Services/Equipment

Durable Medical Equipment	20%
Home Health (up to 100 visits)	\$40
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	20% (to \$150 max)

### Chiropractic/Acupuncture

up to 30 combined visits/year	\$15
-------------------------------	------

# BLUE SHIELD PPO – FULL NETWORK

Blue Shield offers employees the choice between 2 PPO networks, the Full PPO and the Tandem Narrow network.

Within each network, there are 2 PPO plan options or metal tiers available for employees to choose from: the Gold tier and the Silver tier. Although the Full PPO and Tandem PPO plans offer the same benefits within each tier, the Tandem network offers lower premiums than the Full PPO Network.

PPO plans offer you the flexibility to choose any doctor or specialist – in or out of the network. However, you will pay less money out of pocket at the time of service when you see a doctor in the network. The brief summaries below highlight the **IN-NETWORK** only covered benefits under the Gold and Silver PPO plans. For complete coverage details including coverage for services received out-of-network, refer to the plan’s complete benefit summary.

## GOLD

### Deductible & Maximum OOP:

Annual Deductible	\$500 ind / \$1,500 fam
Maximum Yearly OOP Costs	\$3,000 ind / \$6,000 fam

### Hospital Services You Pay

Hospitalization	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	10% AD <sup>(1)</sup>
Outpatient surgery	10% AD <sup>(1)</sup>

### Emergency & Urgent Care You Pay

Ambulance Services	10% AD <sup>(1)</sup>
Emergency Care	\$150 + 10% <sup>(1)</sup>
Urgent Care	\$20

### Preventive Care You Pay

Preventive Health Services	No charge
----------------------------	-----------

### Diagnostic Testing You Pay

Lab tests / diagnostic x-ray	10% AD <sup>(1)</sup>
MRI, most CT and PET scans	10% AD <sup>(1)</sup>

### Outpatient Physician Services You Pay

Office Visits	\$20
Physical/Occupational/T therapy/Speech	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	\$20

### Other Services/Equipment You Pay

Durable Medical Equipment	10% AD <sup>(1)</sup>
Home Health (up to 100 visits)	10% AD <sup>(1)</sup>
Hospice	No charge

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	30% (to \$150 max)

### Chiropractic / Acupuncture

(Chiro 24 visits) (Acu 12 visits)	10% AD <sup>(1)</sup>
-----------------------------------	-----------------------

## SILVER

### Deductible & Maximum OOP:

Annual Deductible	\$1,000 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam

### Hospital Services You Pay

Hospitalization	20% AD <sup>(1)</sup>
Mental Health/Substance Abuse	20% AD <sup>(1)</sup>
Outpatient surgery	20% AD <sup>(1)</sup>

### Emergency & Urgent Care You Pay

Ambulance Services	20% AD <sup>(1)</sup>
Emergency Care	\$150 + 20% <sup>(1)</sup>
Urgent Care	\$30

### Preventive Care You Pay

Preventive Health Services	No charge
----------------------------	-----------

### Diagnostic Testing You Pay

Lab tests / diagnostic x-ray	20% AD <sup>(1)</sup>
MRI, most CT and PET scans	20% AD <sup>(1)</sup>

### Outpatient Physician Services You Pay

Office Visits	\$30
Physical/Occupational/T therapy/Speech	20% AD <sup>(1)</sup>
Mental Health/Substance Abuse	\$30

### Other Services/Equipment You Pay

Durable Medical Equipment	20% AD <sup>(1)</sup>
Home Health (up to 100 visits)	20% AD <sup>(1)</sup>
Hospice	20% AD <sup>(1)</sup>

### Prescription: (30-day supply)

Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	30% (to \$200 max)

### Chiropractic / Acupuncture

(Chiro 24 visits) (Acu 12 visits)	20% AD <sup>(1)</sup>
-----------------------------------	-----------------------

<sup>(1)</sup> AD = After deductible

# BLUE SHIELD PPO – TANDEM NETWORK

Blue Shield offers employees the choice between 2 PPO networks, the Full PPO and the Tandem Narrow network.

Within each network, there are 2 PPO plan options or metal tiers available for employees to choose from: the Gold tier and the Silver tier. Although the Full PPO and Tandem PPO plans offer the same benefits within each tier, the Tandem network offers lower premiums than the Full PPO Network. Tandem relies on a specially selected network of providers committed to keeping your premiums as low as possible.

Like other PPO plans, the Tandem PPO plans offer you the flexibility to choose any doctor or specialist – in or out of the network. However, you will pay less money out of pocket at the time of service when you see a doctor in the network. The brief summaries below highlight the **IN-NETWORK** only covered benefits under the Gold and Silver PPO plans. For complete coverage details including coverage for services received out-of-network, refer to the plan’s complete benefit summary.

## GOLD

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$500 ind / \$1,500 fam
Maximum Yearly OOP Costs	\$3,000 ind / \$6,000 fam
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	10% AD <sup>(1)</sup>
Outpatient surgery	10% AD <sup>(1)</sup>
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	10% AD <sup>(1)</sup>
Emergency Care	\$150 + 10% <sup>(1)</sup>
Urgent Care	\$20
<b>Preventive Care</b>	<b>You Pay</b>
Preventive Health Services	No charge
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	10% AD <sup>(1)</sup>
MRI, most CT and PET scans	10% AD <sup>(1)</sup>
<b>Outpatient Physician Services</b>	<b>You Pay</b>
Office Visits	\$20
Physical/Occupational/Therapy/Speech	10% AD <sup>(1)</sup>
Mental Health/Substance Abuse	\$20
<b>Other Services/Equipment</b>	<b>You Pay</b>
Durable Medical Equipment	10% AD <sup>(1)</sup>
Home Health (up to 100 visits)	10% AD <sup>(1)</sup>
Hospice	No charge
<b>Prescription: (30-day supply)</b>	<b>You Pay</b>
Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	30% (to \$150 max)
<b>Chiropractic / Acupuncture</b>	<b>You Pay</b>
(Chiro 24 visits) (Acu 12 visits)	10% AD <sup>(1)</sup>

## SILVER

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$1,000 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	20% AD <sup>(1)</sup>
Mental Health/Substance Abuse	20% AD <sup>(1)</sup>
Outpatient surgery	20% AD <sup>(1)</sup>
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	20% AD <sup>(1)</sup>
Emergency Care	\$150 + 20% <sup>(1)</sup>
Urgent Care	\$30
<b>Preventive Care</b>	<b>You Pay</b>
Preventive Health Services	No charge
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	20% AD <sup>(1)</sup>
MRI, most CT and PET scans	20% AD <sup>(1)</sup>
<b>Outpatient Physician Services</b>	<b>You Pay</b>
Office Visits	\$30
Physical/Occupational/Therapy/Speech	20% AD <sup>(1)</sup>
Mental Health/Substance Abuse	\$30
<b>Other Services/Equipment</b>	<b>You Pay</b>
Durable Medical Equipment	20% AD <sup>(1)</sup>
Home Health (up to 100 visits)	20% AD <sup>(1)</sup>
Hospice	20% AD <sup>(1)</sup>
<b>Prescription: (30-day supply)</b>	<b>You Pay</b>
Generic / Brand (pref/non-pref)	\$10 / \$30 / \$50
Specialty	30% (to \$200 max)
<b>Chiropractic / Acupuncture</b>	<b>You Pay</b>
(Chiro 24 visits) (Acu 12 visits)	20% AD <sup>(1)</sup>

<sup>(1)</sup> AD = After deductible

# KAISER HMO HIGH DEDUCTIBLE HEALTH PLAN (HDHP)

Kaiser’s HDHP HMO plan offers members access to medical care through Kaiser Permanente physicians and hospitals.

## HOW IS THE HDHP HMO PLAN DIFFERENT?

Kaiser’s Bronze II HMO HDHP plan offers comprehensive coverage with the lowest monthly payroll contributions and higher out-of-pocket costs when receiving services.

Although members who enroll in this HMO HDHP plan will pay more out-of-pocket at the time of service, it is important to consider this plan is HSA compatible. This means you may set money aside on a tax-free basis in a Health Savings Account (HSA) to help offset your out-of-pocket expenses. Any unused money that you deposit into your HSA can be saved to pay for future medical.

The brief summary below highlights the covered benefits under the Kaiser Bronze II plan.

### KAISER BRONZE II HMO w/ HSA<sup>(1)</sup>

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$2,800 ind / \$5,600 fam
Maximum Yearly OOP Costs	\$5,600 ind / \$11,200 fam
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	20%
Mental Health/Substance Abuse	20%
Outpatient surgery	20%
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	20%
Emergency Care	20%
Urgent Care Visits	\$10
<b>Preventive Care</b>	<b>You Pay</b>
Routine Physical Maintenance Exams	
Well Baby/Child Exams	No charge
Immunizations	
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	20%
MRI, most CT and PET scans	20%
<b>Outpatient Physicians Services</b>	<b>You Pay</b>
Office Visits (PCP/Specialists)	\$10
Physical/Occupational/Speech Therapy	\$10
Mental Health/Substance Abuse	\$10
<b>Other Services/Equipment</b>	
Durable Medical Equipment	20%
Home Health (up to 100 visits)	No charge
Hospice	No charge
<b>Prescription: (30-day supply)</b>	
Generic / Brand	\$10 / \$25
Specialty	30% (to \$150 max)
<b>Chiropractic/Acupuncture</b>	
	Not Covered

<sup>(1)</sup> All services are subject to deductible except for Preventive Care.

# BLUE SHIELD PPO FULL NETWORK HIGH DEDUCTIBLE HEALTH PLANS (HDHP)

Like other PPO plans, the Full HDHP PPO plans offer you the flexibility to choose any doctor or specialist – in or out of the network. However, you will pay less money out of pocket at the time of service when you see a doctor in the network

## HOW IS THE HDHP PPO PLAN DIFFERENT?

Blue Shield’s Silver Alternate and Bronze PPO HDHP plans offer comprehensive coverage with the lowest monthly payroll contributions and higher out-of-pocket costs when receiving services.

Although members who enroll in one of these HDHP plans will pay more out-of-pocket at the time of service, it is important to consider these plans are HSA compatible. This means you may set money aside on a tax-free basis in a Health Savings Account (HSA) to help offset your out-of-pocket expenses. Any unused money that you deposit into your HSA can be saved to pay for future medical.

The brief summaries below highlight the **IN-NETWORK** only covered benefits under the Silver Alternate and Bronze plans.

### SILVER ALTERNATE w/ H S A <sup>(1)</sup>

Deductible & Maximum OOP:	
Annual Deductible	\$1,500 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam
Hospital Services	You Pay
Hospitalization	20%
Mental Health/Substance Abuse	20%
Outpatient surgery	20%
Emergency & Urgent Care	You Pay
Ambulance Services	20%
Emergency Care	20%
Urgent Care	\$10
Preventive Care	You Pay
Preventive Health Services	No charge
Diagnostic Testing	You Pay
Lab tests / diagnostic x-ray	20%
MRI, most CT and PET scans	20%
Outpatient Physician Services	You Pay
Office Visits	\$10
Physical/Occupational/Therapy/Speech	20%
Mental Health/Substance Abuse	\$10
Other Services/Equipment	You Pay
Durable Medical Equipment	20%
Home Health (up to 100 visits)	20%
Hospice	20%
Prescription: (30-day supply)	
Generic / Brand (pref/non-pref)	\$10 / \$25 / \$50
Specialty	30% (to \$200 max)
Chiropractic/Acupuncture	
(Chiro 24 visits) (Acu 12 visits)	20%

### BRONZE w/ H S A <sup>(1)</sup>

Deductible & Maximum OOP:	
Annual Deductible	\$2,800 ind / \$5,400 fam
Maximum Yearly OOP Costs	\$5,800 ind / \$11,600
Hospital Services	You Pay
Hospitalization	20%
Mental Health/Substance Abuse	20%
Outpatient surgery	20%
Emergency & Urgent Care	You Pay
Ambulance Services	20%
Emergency Care	20%
Urgent Care	\$10
Preventive Care	You Pay
Preventive Health Services	No charge
Diagnostic Testing	You Pay
Lab tests / diagnostic x-ray	20%
MRI, most CT and PET scans	20%
Outpatient Physician Services	You Pay
Office Visits	\$10
Physical/Occupational/Therapy/Speech	20%
Mental Health/Substance Abuse	\$10
Other Services/Equipment	You Pay
Durable Medical Equipment	20%
Home Health (up to 100 visits)	20%
Hospice	20%
Prescription: (30-day supply)	
Generic / Brand (pref/non-pref)	\$10 / \$25 / \$50
Specialty	30% (to \$200 max)
Chiropractic/Acupuncture	
(Chiro 24 visits) (Acu 12 visits)	20%

<sup>(1)</sup> All services subject to deductible except for Preventive Care.



# BLUE SHIELD PPO TANDEM NETWORK HIGH DEDUCTIBLE HEALTH PLANS (HDHP)

Like other PPO plans, the Tandem HDHP PPO plans offer you the flexibility to choose any doctor or specialist – in or out of the network. However, you will pay less money out of pocket at the time of service when you see a doctor in the network.

## HOW IS THE HDHP PPO PLAN DIFFERENT?

Blue Shield’s Silver Alternate and Bronze PPO HDHP plans offer comprehensive coverage with the lowest monthly payroll contributions and higher out-of-pocket costs when receiving services.

Although members who enroll in one of these HDHP plans will pay more out-of-pocket at the time of service, it is important to consider these plans are HSA compatible. This means you may set money aside on a tax-free basis in a Health Savings Account (HSA) to help offset your out-of-pocket expenses. Any unused money that you deposit into your HSA can be saved to pay for future medical.

The brief summaries below highlight the **IN-NETWORK** only covered benefits under the Silver Alternate and Bronze plans.

### SILVER ALTERNATE w/ H S A <sup>(1)</sup>

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$1,500 ind / \$3,000 fam
Maximum Yearly OOP Costs	\$4,000 ind / \$8,000 fam
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	20%
Mental Health/Substance Abuse	20%
Outpatient surgery	20%
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	20%
Emergency Care	20%
Urgent Care	\$10
<b>Preventive Care</b>	<b>You Pay</b>
Preventive Health Services	No charge
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	20%
MRI, most CT and PET scans	20%
<b>Outpatient Physician Services</b>	<b>You Pay</b>
Office Visits	\$10
Physical/Occupational/Therapy/Speech	20%
Mental Health/Substance Abuse	\$10
<b>Other Services/Equipment</b>	<b>You Pay</b>
Durable Medical Equipment	20%
Home Health (up to 100 visits)	20%
Hospice	20%
<b>Prescription: (30-day supply)</b>	
Generic / Brand (pref/non-pref)	\$10 / \$25 / \$50
Specialty	30% (to \$200 max)
<b>Chiropractic/Acupuncture</b>	
(Chiro 24 visits) (Acu 12 visits)	20%

### BRONZE w/ H S A <sup>(1)</sup>

<b>Deductible &amp; Maximum OOP:</b>	
Annual Deductible	\$2,800 ind / \$5,400 fam
Maximum Yearly OOP Costs	\$5,800 ind / \$11,600
<b>Hospital Services</b>	<b>You Pay</b>
Hospitalization	20%
Mental Health/Substance Abuse	20%
Outpatient surgery	20%
<b>Emergency &amp; Urgent Care</b>	<b>You Pay</b>
Ambulance Services	20%
Emergency Care	20%
Urgent Care	\$10
<b>Preventive Care</b>	<b>You Pay</b>
Preventive Health Services	No charge
<b>Diagnostic Testing</b>	<b>You Pay</b>
Lab tests / diagnostic x-ray	20%
MRI, most CT and PET scans	20%
<b>Outpatient Physician Services</b>	<b>You Pay</b>
Office Visits	\$10
Physical/Occupational/Therapy/Speech	20%
Mental Health/Substance Abuse	\$10
<b>Other Services/Equipment</b>	<b>You Pay</b>
Durable Medical Equipment	20%
Home Health (up to 100 visits)	20%
Hospice	20%
<b>Prescription: (30-day supply)</b>	
Generic / Brand (pref/non-pref)	\$10 / \$25 / \$50
Specialty	30% (to \$200 max)
<b>Chiropractic/Acupuncture</b>	
(Chiro 24 visits) (Acu 12 visits)	20%

<sup>(1)</sup> All services subject to deductible except for Preventive Care.

# TELEMEDICINE

Blue Shield of California and Kaiser Permanente members have access to licensed doctors 24/7 by phone or video through Telemedicine.

Get care when and where you need it through your Blue Shield or Kaiser Permanente health plans. Members have access to U.S. board-certified physicians whenever you need care. Doctors are available 24/7 by phone or video for non-emergency health issues.



## BLUE SHIELD OF CALIFORNIA:

The Blue Shield Access+ HMO and the PPO High Deductible members both pay a \$5 copay, while Blue Shield Trio HMO members have a \$0 copay. Talk to a doctor by calling 1-800-Teladoc (835-2362) or visit [Teladoc.com/bsc](https://www.teladoc.com/bsc).



### To get started with Teladoc

1. Set up account at [www.teladoc.com/bsc](https://www.teladoc.com/bsc)
2. Provide medical history
3. Request a consult

### Use Teladoc

- If you're considering the ER or urgent care center for a non-emergency
- When on vacation, a business trip, or away from home
- For short-term prescription refills

### Get the care you need

Teladoc doctors can treat many medical conditions including:

- Cold and flu symptoms
- Allergies
- Bronchitis
- Respiratory infection
- Sinus problems
- And more

### Meet the doctors

All Teladoc doctors:

- Are practicing primary care physicians, pediatricians, and family physicians
- Have an average of 20 years of experience
- Are board certified and licensed
- Are credentialed every three years

## KAISER PERMANENTE:

We know the coronavirus is a major concern for everyone, but rest assured you can continue to get the high-quality care you depend on for all your health needs. For primary care, specialty care, and mental health services, connect with your care team from the safety and comfort of your home.



### E-visit

Fill out a short questionnaire about your symptoms online and get personalized self-care advice from a Kaiser Permanente clinician.



### Phone appointment

Schedule an appointment to talk with a Kaiser Permanente clinician over the phone – just like an in-person visit.<sup>1,2</sup>



### Email

Message your doctor's office with nonurgent questions anytime through your [kp.org](https://www.kp.org) account.<sup>1</sup>



### Video visit

Meet face-to-face with a doctor by video for the same high-quality care as an in-person visit.<sup>1,2</sup>



### Mail-order pharmacy

Get prescriptions sent straight to your door with our mail-order delivery service.<sup>3</sup>

### To make an appointment:

1. Go online
2. Sign in to [kp.org](https://www.kp.org) or use the Kaiser Permanente app

### Or Call:


- Southern California 1-833-574-2273 (TTY 711)
- Northern California 650-358-7015 (TTY 711)

**1.** Where appropriate and available. **2.** If you travel out of state, phone appointments and video visits may not be available due to state laws that may prevent doctors from providing care across state lines. Laws differ by state. **3.** Some prescriptions are not available through the mail-order pharmacy. For certain drugs, you can get prescription refills mailed to you through our Kaiser Permanente mail-order pharmacy. You should receive them within 10 business days.



# PHARMACY & CHIROPRACTIC

## PHARMACY BENEFITS

blue  of california

 **CVS** caremark™

CVS Caremark is Blue Shield's pharmacy network. To access mail order pharmacy, members can register online at [www.blueshieldca.com/login](http://www.blueshieldca.com/login) or through the Blue Shield mobile app. Members can also call (866) 346-7200 to request enrollment in CVS Caremark Mail Service Pharmacy's automatic refill program.

If you don't enroll in the CVS Caremark Mail Service Pharmacy automatic refill program, members can refill mail service prescriptions online through your Blue Shield member account, by phone, or by using the CVS Caremark refill order form included in your last medication shipment. For more information, visit [www.blueshieldca.com/pharmacy](http://www.blueshieldca.com/pharmacy).

### Discount Maintenance Medications



 **KAISER PERMANENTE**®

With Kaiser pharmacy benefits, members can get most medications delivered to your door within 3 to 5 days at no extra cost. Kaiser will notify you when it's time for a refill and when your order is out for delivery or ready for pickup at one of the local Kaiser pharmacies.

### Get started now

at [kp.org/pharmacy](http://kp.org/pharmacy)  
or on the Kaiser  
Permanente app.



### To get started with Kaiser's convenient mail order delivery:

- Visit [kp.org/pharmacy](http://kp.org/pharmacy)
- Sign on to the Kaiser Permanente app
- Call (866) 206-2938 (TTY 711)

## CHIROPRACTIC BENEFITS

Both Blue Shield and Kaiser have partnered with American Specialty Health (ASH) Plans of California to offer chiropractic coverage to the District's benefit-eligible employees. If you are enrolled in one of the Blue Shield HMO plans, Blue Shield PPO plans, Blue Shield HDHP/HSA plan or one of the Kaiser HMO plans, you can obtain chiropractic care by selecting a contracted chiropractor through ASH.

For a list of Participating Providers, please visit the ASH Plans website at <https://www.ashlink.com/> or contact the ASH Plans Customer Service Department at 1.800.678.9133.

**IMPORTANT TO NOTE: Chiropractic coverage is not offered under the Kaiser HDHP/HSA plan**

# HEALTH SAVINGS ACCOUNT (HSA)

If you enroll in one of the **High Deductible Health Plans (HDHP)**, the IRS allows you to contribute money into a tax-advantaged Health Savings Account through your own banking institution. Health Savings Accounts are also offered through American Fidelity and can be set up by contacting American Fidelity representatives, Dmitri Kabantsev or Dana Vampola at (800) 365-9180.

HSA funds can be used to pay for current or future IRS qualified out-of-pocket healthcare expenses incurred before and after the annual deductible has been met.

At the end of the year, any unused funds in your HSA account carry forward. This means if you don't use it, you keep it. Any unused amounts accumulate on a tax-free basis. Funds in an HSA account can also be invested much like 401(k). Funds can be invested and earnings grow on a tax advantaged basis.

Please note, some state taxes may apply.

Each year, the IRS sets contribution limits. These limits are for the total funds combined from any source.

In 2022, you can contribute up to \$3,650 if you enroll yourself only and \$7,300 if you cover 1 or more dependents. For individuals ages 55-plus, the IRS allows additional "catch-up contributions" of up to an extra \$1,000 per year.

You are allowed to contribute the entire year's limit when you first become eligible for the HSA, as long as you are still eligible on the first day of the last month of your tax year. This is December 1<sup>st</sup> for most taxpayers.

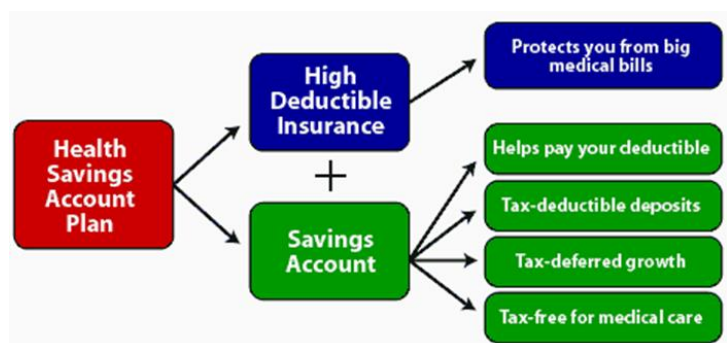
However, if you join the insurance plan mid-year and contribute the maximum amount to your HSA, you must remain eligible for at least 12 months after the last day of the last month of that tax year, or you will be subject to taxes and penalties on the amount you contributed.

When deciding how much to contribute, remember you can use the money in your account to pay qualified out-of-pocket medical expenses you might incur before reaching your deductible or before you've met your payment limit on the HDHP. Whether you save the money in your HSA or spend all or part of it, there's no "use it or lose it" rule. The money in your account rolls over year after year. Later in life you can use it for health-related costs after retirement. And, if you leave your job, you take the account with you.

Year	Maximum Contribution		Catch-Up Contributions (Age 55 and above)
	Self Only	Family	
2022	\$3,650	\$7,300	\$1,000

If you are enrolled in a qualified High Deductible Health Plan you can contribute to an HSA if:

- You are not enrolled in Medicare,
- You do not have health insurance outside of your HDHP – such as coverage under a spouse's plan or enrollment in a Health Care FSA, and
- You are not claimed as a dependent on someone else's tax return



You must meet all of these eligibility criteria to contribute to a tax-advantaged HSA. You can be enrolled in an HDHP insurance plan without meeting these eligibility criteria. This criteria is only relevant if you decide to open and contribute to an HSA. Remember, contributing to a tax-advantaged HSA is a privilege, not a requirement.

Upon enrolling in Medicare benefits, you can no longer make additional HSA contributions. However, funds in the account are available for Qualified Expenses or other withdrawals. You never forfeit the funds.

## DeltaCare<sup>®</sup> USA

### DELTACARE USA DHMO PLAN

DeltaCare<sup>®</sup> USA is Delta Dental's Dental Health Maintenance Organization (DHMO). **Enrolled patients designate a Primary Care Dentist (PCD) or Dental Group (PDG) from a panel of contracted providers.** All of the DeltaCare<sup>®</sup> USA network dentists' offices are independently-owned, and must adhere to Delta Dental's standards of care, quality and service.

This plan features many dental services at no cost, set copayments for orthodontic services, no annual deductible, and no maximum for covered benefits. The designated PCD or PDG manages the patient's dental care, including giving recommendations for treatment and referrals to specialists when needed. Services obtained without a referral from the PCD or PDG will not be covered by the plan.

The benefits shown to the right are performed as deemed appropriate by the attending Contract Dentist subject to the limitations and exclusions of the program. Please refer to *Schedule B* for further clarification of benefits. **Enrollees should discuss all treatment options with their Contract Dentist prior to services being rendered.**

#### Plan CAA18

Network Access Level		DHMO
Annual Maximum Benefits		Unlimited
	Code	Member Pays...
Calendar Year Deductible		none
Periodic oral evaluation	120	no charge
Prophylaxis Cleaning	1110/1120	no charge
Fluoride Treatment	1206	no charge
Amalgam Fillings	2140	no charge
Composite Fillings	2330	no charge
Extractions Removal of impacted tooth	7220	\$30 copay
Gingivectomy	4210	\$75 copay
Periodontal Scaling/Planing (per quad)	4341	no charge
Crowns (porcelain fused to high noble)	2750	\$50 copay
Root Canal (molar)	3330	\$60 copay
Complete denture - maxillary	5110	\$65 copay
Adult Orthodontics	8090	\$1,800 copay
Child Orthodontics	8070/8080	\$1,600 copay
Lifetime Orthodontics Maximum		none

*This is a very brief summary. Refer to plan document for complete list of services.*



# DELTA DENTAL PPO



A traditional PPO, “Non-Referral” based dental plan that allows members the freedom to choose any recognized dentist, in or out of network. The **Delta** plan makes it easy for you to find a dentist, and easy to control your costs when you visit a network dentist. Since this PPO plan offers access to one of the largest dentist networks in the U.S., chances are there’s a wide choice of network dentists near your home or work.

Four out of five dentists nationwide are contracted **Delta** dentists, giving more enrollees convenient access to more dentists.

The PPO network dentists accept reduced fees for covered services they provide you, so you’ll usually pay the least when you visit a PPO network dentist. This also ensures Delta Dental dentists won’t balance bill you the difference between the contracted amount and their usual fee. Reimbursement is based on the PPO contracted fees or Reduced Fee Schedule (RFS) for dentists both in and out-of-network.

Also, PPO dentists will file claim forms for you and receive payment directly while many non-PPO dentists ask that you pay the entire cost up front and wait for reimbursement.

In this incentive plan, Delta Dental pays 80% of the PPO contract allowance for covered diagnostic, preventive and basic services and 80% of the PPO contract allowance for major services during the first year of eligibility. The coinsurance percentage will increase by 10% each year (to a maximum of 100%) for each enrollee if that person visits the dentist at least once during the year. If an enrollee does not use the plan during the calendar year, the percentage remains at the level attained the previous year. If an enrollee becomes ineligible for benefits and later regains eligibility, the percentage will drop back to 80%.

**Always remember to be a smart consumer and get an estimate of cost BEFORE saying yes to any dental work!**

NETWORK ACCESS LEVEL	Employees Only		Dependents Only: Additional premium for voluntary dependent coverage under Delta Dental PPO	
	Delta Dental PPO dentists**	Non-Delta Dental PPO dentists**	Delta Dental PPO dentists**	Non-Delta Dental PPO dentists**
Annual Maximum Benefits	\$1,500 per person		\$1,500 per person	\$1,000 per person
Calendar Year Deductible	\$50 per person / \$150 per family		\$25/\$75	\$50/\$150
Diagnostic & Preventative Services (D&P)* Exams, (3) cleanings and x-rays	80-100%	80-100%	100%	70%
Basic Services* Fillings and simple tooth extractions	80-100%	80-100%	90%	70%
Endodontics (root canals)* Covered Under Basic Services	80-100%	80-100%	90%	70%
Periodontics (gum treatment)* Covered Under Basic Services	80-100%	80-100%	90%	70%
Oral Surgery* Covered Under Basic Services	80-100%	80-100%	90%	70%
Major Services* Crowns, inlays, onlays and cast restorations	80-100%	80-100%	80%	70%
Prosthodontics* Bridges, dentures and implants	60%	50%	60%	50%
Child Orthodontic Benefits	Not Covered		50% (\$1,000 Lifetime Maximum)	

\*Limitations or waiting periods may apply for some benefits; some services may be excluded from your plan. Reimbursement is based on Delta Dental contract allowances and not necessarily each dentist’s actual fees.

\*\*Reimbursement is based on PPO contracted fees for PPO dentists, Premier contracted fees for Premier dentists and program allowance for non-Delta Dental dentists.



# VSP VISION BENEFITS



Vision services are covered through VSP®. This is a PPO vision plan with a “Non-Referral” based benefit allowing members the most flexibility when choosing their provider. Members receive enhanced benefits with VSP Doctors—full-service locations that provide thorough eye exams and a wide selection of quality eyewear. A VSP doctor provides personalized care that focuses on keeping you and your eyes healthy year after year. Plus, when you see a VSP doctor, you'll get the most out of your benefit, have lower out-of-pocket costs, and your satisfaction is guaranteed.

Additional benefits when utilizing a VSP provider include:

- Register at [vsp.com](http://vsp.com) to review your benefit information
- Find an eye care provider by visiting [www.vsp.com](http://www.vsp.com) or call 800.877.7195
- At your appointment, tell the provider you have VSP. There's no ID card necessary. If you'd like a card as reference, you can print one out at [vsp.com](http://vsp.com).

**Create an account on [vsp.com](http://vsp.com) to view your in-network coverage, find the VSP network doctor who's right for you and discover savings with exclusive member extras. At your appointment, just tell them you have VSP.**

## CLASSIFIED, CONFIDENTIAL, MANAGEMENT

BENEFIT	DESCRIPTION	COPAY	FREQUENCY
<b>YOUR COVERAGE WITH A VSP PROVIDER</b>			
<b>WELLVISION EXAM</b>	• Focuses on your eyes and overall wellness	\$15 for exam and glasses	Every 12 months
<b>PRESCRIPTION GLASSES</b>			
<b>FRAME</b>	• \$130 allowance for a wide selection of frames • \$150 allowance for featured frame brands • 20% savings on the amount over your allowance	Combined with exam	Every 24 months
<b>LENSES</b>	• Single vision, lined bifocal, and lined trifocal lenses	Combined with exam	Every 12 months
<b>LENS ENHANCEMENTS</b>	• Standard progressive lenses • Premium progressive lenses • Custom progressive lenses • Average savings of 40% on other lens enhancements	\$0 \$80 - \$90 \$120 - \$160	Every 12 months
<b>CONTACTS (INSTEAD OF GLASSES)</b>	• \$130 allowance for contacts and contact lens exam (fitting and evaluation) • 15% savings on a contact lens exam (fitting and evaluation)	\$0	Every 12 months
<b>EXTRA SAVINGS</b>	<b>Glasses and Sunglasses</b> • Extra \$20 to spend on featured frame brands. Go to <a href="http://vsp.com/offers">vsp.com/offers</a> for details. • 30% savings on additional glasses and sunglasses, including lens enhancements, from the same VSP provider on the same day as your WellVision Exam. Or get 20% from any VSP provider within 12 months of your last WellVision Exam.		
	<b>Routine Retinal Screening</b> • No more than a \$39 copay on routine retinal screening as an enhancement to a WellVision Exam		
	<b>Laser Vision Correction</b> • Average 15% off the regular price or 5% off the promotional price; discounts only available from contracted facilities • After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor		
<b>YOUR COVERAGE WITH OUT-OF-NETWORK PROVIDERS</b>			
Get the most out of your benefits and greater savings with a VSP network doctor. Call Member Services for out-of-network plan details.			
<small>Coverage with a retail chain may be different or not apply. Log in to <a href="http://vsp.com">vsp.com</a> to check your benefits for eligibility and to confirm in-network locations based on your plan type. VSP guarantees coverage from VSP network providers only. Coverage information is subject to change. In the event of a conflict between this information and your organization's contract with VSP, the terms of the contract will prevail. Based on applicable laws, benefits may vary by location. In the state of Washington, VSP Vision Care, Inc., is the legal name of the corporation through which VSP does business.</small>			

## CERTIFICATED

BENEFIT	DESCRIPTION	COPAY	FREQUENCY
<b>YOUR COVERAGE WITH A VSP PROVIDER</b>			
<b>WELLVISION EXAM</b>	• Focuses on your eyes and overall wellness	\$5 for exam and glasses	Every 12 months
<b>PRESCRIPTION GLASSES</b>			
<b>FRAME</b>	• \$130 allowance for a wide selection of frames • \$150 allowance for featured frame brands • 20% savings on the amount over your allowance	Combined with exam	Every 12 months
<b>LENSES</b>	• Single vision, lined bifocal, and lined trifocal lenses	Combined with exam	Every 12 months
<b>LENS ENHANCEMENTS</b>	• Standard progressive lenses • Tints/Light-reactive lenses • Premium progressive lenses • Custom progressive lenses • Average savings of 40% on other lens enhancements	\$0 \$0 \$80 - \$90 \$120 - \$160	Every 12 months
<b>CONTACTS (INSTEAD OF GLASSES)</b>	• \$130 allowance for contacts and contact lens exam (fitting and evaluation) • 15% savings on a contact lens exam (fitting and evaluation)	\$0	Every 12 months
<b>EXTRA SAVINGS</b>	<b>Glasses and Sunglasses</b> • Extra \$20 to spend on featured frame brands. Go to <a href="http://vsp.com/offers">vsp.com/offers</a> for details. • 30% savings on additional glasses and sunglasses, including lens enhancements, from the same VSP provider on the same day as your WellVision Exam. Or get 20% from any VSP provider within 12 months of your last WellVision Exam.		
	<b>Routine Retinal Screening</b> • No more than a \$39 copay on routine retinal screening as an enhancement to a WellVision Exam		
	<b>Laser Vision Correction</b> • Average 15% off the regular price or 5% off the promotional price; discounts only available from contracted facilities • After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor		
<b>YOUR COVERAGE WITH OUT-OF-NETWORK PROVIDERS</b>			
Get the most out of your benefits and greater savings with a VSP network doctor. Call Member Services for out-of-network plan details.			
<small>Coverage with a retail chain may be different or not apply. Log in to <a href="http://vsp.com">vsp.com</a> to check your benefits for eligibility and to confirm in-network locations based on your plan type. VSP guarantees coverage from VSP network providers only. Coverage information is subject to change. In the event of a conflict between this information and your organization's contract with VSP, the terms of the contract will prevail. Based on applicable laws, benefits may vary by location. In the state of Washington, VSP Vision Care, Inc., is the legal name of the corporation through which VSP does business.</small>			

# LIFE AND AD&D (ACCIDENTAL DEATH & DISMEMBERMENT)

**Life and Accidental Death & Dismemberment (AD&D) Santee School District** provides you with basic term life and AD&D through the Hartford in the amount of \$50,000. This coverage is part of your district provided benefit package and you must designate a beneficiary online at <http://santeebenefits.hrntouch.com>. It is important to note that benefits are reduced to 50% at age 70.



## VOLUNTARY LIFE AND AD&D

### YOUR VOLUNTARY LIFE AND AD&D OPTIONS

You may elect to purchase additional coverage for you and your eligible dependents through the Hartford's voluntary life and AD&D plans. You may choose one of the following options for yourself, and up to 50% of that amount for your spouse:

#### **Yourself:**

- Minimum of \$10,000, up to 5 times your annual salary, not to exceed \$300,000.

#### **Your Spouse:**

- Minimum of \$5,000 to a maximum of \$100,000, not to exceed 50% of the employee's benefit.

#### **Your Child(ren):**

- Minimum of \$2,500 to a maximum of \$10,000, not to exceed 50% of the employee's benefit.

### APPLYING FOR VOLUNTARY LIFE AND AD&D COVERAGE

#### **NEWLY ELIGIBLE EMPLOYEES**

If you become eligible during 2022, you will not have to complete the Evidence of Insurability form for voluntary life insurance if the coverage you elect is less than or equal to the guaranteed issue amount of:

- \$150,000

You must submit an Evidence of Insurability form for any amount of coverage that exceeds the guarantee issue amount of \$100,000. You will not have voluntary coverage while you are waiting for your application to be approved. Once your coverage is approved, you will pay the appropriate premium.

#### **CONTINUING EMPLOYEES**

An application is required for any increase in the amount of coverage. If your coverage remains the same, you will not have to apply – even if your salary increases. For example, if you were covered for three times your salary in 2021, you may automatically elect three times your salary for 2022. If you elect four times your salary for 2022, you must submit an application for the increase in coverage.

#### **SPOUSE/DOMESTIC PARTNER COVERAGE**

You must submit an application for any amount of life insurance that you are electing for your spouse/domestic partner. Your spouse or domestic partner must agree to be covered; therefore, his or her signature is required on the application. Failure to provide spouse/domestic partner signature could result in benefits not being paid in the event of his or her death.

#### **APPLICATION DEADLINES**

To apply for new or increased coverage, you must submit your application as follows:

- **During Open Enrollment** – Complete and return the application to Human Resources before the last day of Open Enrollment
- **During the Benefit Year** – If you are newly eligible or have a status change, you must complete the application within 30 days of your coverage effective date.

If you do not enroll by these deadlines, your coverage will not be approved and you will be required to wait until the next open enrollment period to reapply.

For applications, enrollment forms, rates and additional coverage information, please contact the Benefits Department at 619.258.2313 or [Lindsay.meyer@santeesd.net](mailto:Lindsay.meyer@santeesd.net)

# FLEXIBLE SPENDING ACCOUNTS (FSAS)



## UNDERSTANDING YOUR SECTION 125 FLEXIBLE SPENDING ACCOUNT OPTIONS

Under Section 125 of the IRS code, you are allowed to deduct needed benefits from gross earnings before taxes are computed. The advantage of this Plan is simple: The eligible premiums you pay are deducted on a pre-tax basis. In addition, Section 125 also allows you to set aside additional income in **Flexible Spending Accounts** to reimburse additional out-of-pocket health and dependent care expenses that you, your spouse, your eligible child(ren) may incur during the course of the year.

When you participate in the FSAs, you can direct a part of your pay, on a pre-tax basis, into a special account that can be used to reimburse yourself tax-free as you incur expenses. You decide whether to participate in one or both of the accounts each year. As you incur eligible expenses throughout the year, you reimburse yourself for those expenses out of the appropriate account with your tax-free dollars.

This plan offers two (2) ways to help you pay for certain, necessary expenses with tax-free dollars:

1. **Health Care Flexible Spending Account (HCFSA)** also called Medical Expense Reimbursement
2. **Dependent Care Account (DCA)**

You may enroll in just one or both plans – it's your choice.

### Health Care Flexible Spending Account

- Set aside up to \$2,850 pre-tax in 2022 to reimburse eligible medical expenses including copays, deductibles, prescriptions, and many other health care expenses that may not be covered by insurance.
- Participants have a 2.5 month **grace period** following the end of the plan year to incur claims and receive reimbursements. For example, the plan year ends on December 31, but employees will have an additional 2.5 months after the plan year ends to incur and submit claims for reimbursement.
- **Keep in mind the “Use-it-or-lose-it” rule. Any unused balance after the end of the 2.5 month grace period will be lost, so please carefully estimate.**

### Dependent Care Account

- Set aside up to \$5,000 pre-tax each year to reimburse eligible daycare services (\$2,500 if married and filing separate tax returns).
- The IRS tax code defines a qualified dependent as a child who has not reached the age of 13, a relative or spouse who is physically or mentally incapable of self-care and has the same principal residence as the taxpayer for more than half of the year.

**To enroll**, complete an election form with an American Fidelity Representative during your initial enrollment or annual open enrollment period. While you can make changes to your election each year during open enrollment, the only time regulations will allow you to make a change mid-year is if you experience qualifying life event.

## HOW TO CHECK YOUR BALANCE OR CLAIM STATUS:

As a Flexible Spending Account participant, you have several options to inquire on the status of your reimbursement account.

1. **By Automated Telephone** FlexConnection 24 hours a day at **1-800-325-0654, option 1.**
2. **By Internet** [www.afadvantage.com](http://www.afadvantage.com) You will need to register online for an Account Activation Code (AAC). Once you have registered, your AAC will be mailed to you at your confirmed mailing address in 7 to 10 business days.
3. **Call Customer Service:** At 1-800-325-0654 from 8:00am to 4:45pm (CST), Monday through Friday.

**DIRECT DEPOSIT:** If you participate in either of these FSAs you can have your account set up for direct deposit. You can either have your reimbursement directly deposited into your checking account or receive a check in the mail – the choice is up to you.

**FSA DEBIT CARD:** If you enroll in the Health Care Reimbursement Account, you can choose to use an FSA Debit Card. The card gives you immediate access to your funds at the point of sale, making it easier to pay for prescriptions, copays and other common medical expenses without having to file a claim.

# VOLUNTARY BENEFITS



**AMERICAN FIDELITY** carefully designs our plans to fit different lifestyles and needs. Whether you choose one or all of our benefits, American Fidelity is here to provide outstanding customer service and be a reliable provider you can trust.

## DISABILITY INCOME

Help maintain your family's lifestyle with income protection in the event of a disabling injury or illness. If you are unable to work due to a covered injury or illness, your monthly benefit payments will allow you to pay your living expenses and make purchases as you need. This plan features several different benefit plan options, benefit payments deposited directly into your bank account and payable year-round.

## CANCER

Helps you focus on the treatment and care you need by paying benefits directly to you, should you be diagnosed with cancer. With Limited Benefit Cancer Insurance you can concentrate on your treatment and healing. This plan features benefit payments made directly to you to help with your daily out-of-pocket expenses, guaranteed renewable base policy, optional Hospital Intensive Care and Critical Illness Riders and coverage options for individual, individual and spouse, individual and children, or family.

## LIFE

American Fidelity has several types of individual life insurance plans to choose from, including permanent, term, and children's policies.

- **Term Life Insurance:** You may choose from a 10-, 20- or 30-year term policy. Rates are based on your age at the time you enroll in the policy and are guaranteed not to increase during the initial term period.
- **Permanent Life Insurance:** Permanent whole life insurance provides a guaranteed level death benefit for your beneficiary, up to age 100, as well as the ability to accumulate cash values generally on a tax-deferred basis.
- **Children's Life Insurance:** Permanent, whole life insurance that covers the lives of each of your children and grandchildren with your choice of a \$15,000 or \$30,000 plan. A competitive, level rate applies through age 25, at which time there is a one-time rate increase. After that, the premium remains level for the lifetime of the insured and policy begins cash accumulation.

## ACCIDENT ONLY

Accidents happen both on and off the job and can bring unexpected costs. A Limited Benefit Accident Only Insurance policy may help lessen the impact on your finances by paying benefits to help cover your expenses, regardless of any other coverage you have. This plan features benefit payments that are made directly to you, guaranteed renewable base plan, optional riders available to maximize your benefits and coverage options for individual, individual and spouse, individual and children, or family.

## CRITICAL ILLNESS

American Fidelity's Limited Benefit Critical Illness Insurance is a supplemental insurance policy that will pay a lump sum if you experience an eligible critical illness, such as heart attack, permanent damage due to a stroke, major organ failure, and/or major burns. Critical Illness Insurance benefits can be used to help pay for your daily living expenses. This plan offers three lump sum benefit amounts to choose from, includes annual health screening test benefit, and benefits that are paid directly to you.

For more information call the American Fidelity account representative at 1-800-365-9180 or visit [www.afadvantage.com/for-individuals/insurance-plans.aspx](http://www.afadvantage.com/for-individuals/insurance-plans.aspx)



# VOLUNTARY BENEFITS

## LONG TERM CARE (LTC) INSURANCE



### WHO CAN APPLY?

**Employees** — Benefit-eligible employees.

**Family Members** — Spouses/Registered Domestic Partners, parents (in-law) and grandparents (in-law) ages 18 to 80 must satisfy the Application for LTC Insurance.

**CHOOSING YOUR PLAN** When considering the plan that is best for you, ask yourself these questions:

- Where do I want to receive care?
- How much money do I need for care?
- How long do I want the care to last?

### OPTIONS FOR YOU AND YOUR ELIGIBLE FAMILY MEMBERS:

- 2 year, 4 year, or unlimited benefit duration
- Facility benefit amount in increments of \$1,000 to a \$6,000 monthly maximum
- \$24,000, \$48,000 (based on the first benefit level of \$1,000 monthly benefit) or unlimited lifetime maximum
- Inflation protection options

For more information or to enroll, please contact the Benefits Department for an enrollment kit or call Unum at **800.421.0344** and be sure to reference the **SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM**.

## DISABILITY AND VOLUNTARY LIFE



### VOLUNTARY DISABILITY:

If you are a certificated employee you may elect to purchase Voluntary Disability through by contacting the Standard at 800.522.0406 or [www.standard.com](http://www.standard.com).

Disability payments are based on basic earnings and do not include bonuses, overtime pay, or other extra compensation.

### VOLUNTARY LIFE:

If you are a certificated employee, you may elect to purchase additional life insurance coverage for you and your eligible dependents through The Standard by contacting The Standard at 800.522.0406 or [www.standard.com](http://www.standard.com).

**The Standard plans are offered to certificated, benefit-eligible employees only.**

## PRE-PAID LEGAL SERVICES

Santee School District offers a voluntary prepaid legal plan through **MetLife Legal Plans**. If you choose to enroll, you will have a resource for important, everyday legal services for a wide range of matters including:

- Wills and Living Trusts
- Documentation Review and Preparation
- Identity Theft Defense
- Real Estate Matters

To view a complete list of covered services and to locate attorneys in your area, go to [www.metlife.com/insurance/legal-plans/](http://www.metlife.com/insurance/legal-plans/)

You may also call Client Services at 800.821.6400 Mon.-Fri., 8am -7pm EST/EDT



## HOME AND AUTO INSURANCE OPTION!

Group Savings Plus program offers employees personal automobile and homeowners insurance as an optional benefit through Liberty Mutual at significant group discounts. This program includes:

- Exclusive group discount
- Convenient payment through direct home billing, checking account withdrawal or payroll deduction
- No interest or fees with payroll deduction or checking account
- Rates guaranteed for 12 months
- 24 hour claims services



For more detailed information, please contact our Liberty Mutual representative at 858.558.8311 x. 56092

# VOLUNTARY BENEFITS

## PET INSURANCE

You have you and your family's health covered, but what about your furry family members? Pet insurance provides a financial safety net for unexpected veterinary expenses. Nationwide may provide coverage for chronic and recurring conditions (that are not pre-existing) at no out-of-pocket cost. You can choose from one of two plans:

- My Pet Protection with Wellness
- My Pet Protection



**Nationwide**

For more information:  
(888) 899-4874

## FINANCIAL WELLNESS

BrightDime Financial Wellness is a digital financial wellness solution designed to create real results and enhance financial well-being for all employees. Some of its features to help you are:

- **Integrated, User-Friendly Platform:** BrightDime creates a holistic view of the employees financial picture by adding their financial accounts in one quick, secure step and then updates and organizes the data giving them a simplified way to see where they stand.
- **Highly Personalized Coaching Content:** BrightDime provides personalized, real-time coaching via in-app chat and offers customized, relevant content based on their financial profile.
- **Accessible, Secure, Modern Technology:** BrightDime provides a user friendly, always available, secure and consistent experience across desktop, tablet and mobile devices.



For more information:  
(704) 943-5550  
[www.brightdime.com](http://www.brightdime.com)  
[contact@brightdime.com](mailto:contact@brightdime.com)

Gradvisor is a digital investment platform ("roboadvisor") that makes it easy find, select, open, and track the best tax-advantaged 529 plan for your family's specific situation.

- **Save Money for College:** Personalized 529 plan college savings advice helps maximize your college savings.
- **Online Account Opening:** Easy Enrollment forms allow you to be done in no time.
- **Monitoring and Tracking:** Gradvisor Sync monitors your account(s) and helps make adjustments along the way.
- **Human Support:** Questions? Chat, call or email your personal college savings expert.



**GRADVISOR**

For more information:  
(866) 461-4770  
[www.gradvisor.com](http://www.gradvisor.com)  
[support@gradvisor.com](mailto:support@gradvisor.com)

## IDENTITY PROTECTION

Each year, tens of millions of Americans fall victim to identity theft. Restoring your identity and credit can be a lengthy, costly, and confusing process.

InfoArmor® offers PrivacyArmor® to help safeguard your finances, reputation, and credit against theft and abuse.

PrivacyArmor® helps detect identity theft and minimize damages by actively monitoring and notifying you of activity. Data sources and proactive alerts include account applications for credit cards, wireless carriers, loans, utility accounts, and even non-credit accounts. PrivacyArmor monitors high-risk identity activity such as password resets, fund transfers, unauthorized account access, compromised credentials, address changes, public record alerts, and more.

PrivacyArmor provides complete credit monitoring. Credit Monitoring feature also gives you access to monthly credit scores and annual credit reports so you can stay on top of your credit and finances.

**PrivacyArmor**  
by InfoArmor

For more information:  
(714) 686-4317

# ADVOCACY AND EAP

## ADVOCACY

### UNDERSTANDING YOUR HEALTH ADVOCATE PROGRAM

Health Advocate is your support system when you are faced with challenges in accessing the care you need while avoiding costly, inappropriate care and delays in diagnosis and treatment. This program provides support to all employees enrolled in one of the District's medical plans and your family members, even if they are not enrolled as dependents on your medical plan. This comprehensive service helps with clinical and administrative issues involving your medical, dental, vision, pharmacy and other healthcare needs.

For assistance with your healthcare or insurance needs, call Health Advocate at (866) 799-2728. When you call, you will speak with a Personal Health Advocate (PHA) who then becomes your PHA, personally helping with your issue. There is no limit on the number of times you can call.

**HealthAdvocate™**  
Always at your side

## EMPLOYEE ASSISTANT PROGRAM (EAP)

Health Advocate's **Employee Assistance Program (EAP)** provides *confidential* counseling on a variety of issues, such as:

### Counseling Services

- Depression, stress and anxiety
- Work conflicts
- Anger, grief and loss
- Marital or family issues
- Alcohol/substance abuse

### Work/Life

- Referrals to child, elder and home health care services
- Legal, financial issues
- Adoption
- Pet sitting
- Parenting

- **Who is Eligible?** Employees who are enrolled under one of the District's medical plans and your entire family are eligible to participate, even if they are not enrolled as dependents on your medical plan.
- **How Do I Enroll?** You are automatically enrolled upon your enrollment in one of the medical plans.
- **When is it available?** The program is available 24 hours a day, 7 days a week
- **How Do I Access Services:** Call 866.799.2728 or visit online at [www.HealthAdvocate.com/members](http://www.HealthAdvocate.com/members)



# EMPLOYEE ASSISTANCE PROGRAM

## AVAILABLE TO ALL SANTEE SCHOOL DISTRICT EMPLOYEES

Your Employee Assistance Program (EAP) through EASE is here to help you with emotional, family and other personal problems; offer guidance on financial and legal issues; support healthy choices; and much more. There is no charge to you for covered services.

### PROBLEM-SOLVING SUPPORT

Call for help with life's ups and downs. You will be connected or referred to a professional who can help with:

- **Marriage, family and relationship issues**
- **Problems in the workplace**
- **Stress, anxiety, changes in mood, and sadness**
- **Grief, loss or responses to traumatic events**
- **Concerns about use of alcohol or drugs**

When you call, you can speak with a clinician immediately. Or you can make an appointment that works for you:

- **Face to face** – Meet with a provider from the EASE network (for example, a counselor, marriage and family therapist, or psychologist) in his or her office. They can provide a referral when you call them. You can also search for a provider on their member website.
- **Phone or web-video** – Private, easy-access support provided by one of their highly qualified staff clinicians or network providers. Remember that EAP services are not medical care or mental health treatment of any kind. If, in the course of a consultation, clinical problems are suspected, including drug or alcohol problems, they will offer a referral to appropriate medical or mental health services.



### WORK AND LIFE SERVICES

Experts can help you balance your work with your life:

- **Childcare and eldercare assistance** – EASE will find out what kind of help you need, and will give you names and numbers of providers in your area with confirmed openings.
- **Financial services** – Talk to an advisor over the phone about:
  - Budgeting
  - Credit and financial questions (investment advice, loans and bill payments not included)
  - Retirement planning
- **Legal services** – Talk to a lawyer over the phone or face to face:
  - Civil, consumer and criminal law
  - Personal and family law, including adoption, divorce and custody issues
  - Financial or tax matters. (Business matters are excluded. Also, excluded are any disputes or actions between members and their employer, business partners, MHN, Health Net, or their affiliates.)
  - Real estate
  - Estate planning
- **Identity theft recovery services** – Speak with a certified consumer credit counselor. If there is a potential of ID theft, EASE will connect you to an identity recovery specialist.
- **Daily living services** – Need help with errands? Planning an event or a vacation? EASE can track down businesses and consultants for you. (MHN does not cover the cost nor guarantee delivery of vendors' services.)

### NEED HELP?

Call toll-free, 24 hours a day, seven days a week: 1-800-722-EASE  
TTY users call 711.

Or visit us at: [www.mhn.advantageengagement.com](http://www.mhn.advantageengagement.com)

and register with the company code: EASE





# RETIREMENT

## COUNTY SCHOOLS FBC DEFERRED COMPENSATION PROGRAM

The Fringe Benefits Consortium Deferred Compensation Program (FBC) is designed exclusively to help educators build and grow their savings to achieve their retirement dreams through a variety of options available in the plan. Read these highlights to learn more about your Plan. If there are any discrepancies between this document and the Plan Document, the Plan Document will govern.

## WHAT IS A 403(b), ROTH 403(b), OR 457(b) PLAN?

403(b) or 457(b) refer to a section in the IRS Code that allows you to save part of your income on a PRE-TAX basis. This lowers your current taxable income and can help your long term savings grow faster. Your 403(b) and 457(b) savings will not be taxed until withdrawn. The Roth 403(b) plan enables you to save part of your income on an AFTER-TAX basis. Your Roth 403(b) savings may be withdrawn tax-free.

## WHY SHOULD YOU INVEST IN THE 403(b), ROTH 403(b), AND 457(b) PLANS?

You may save as much as \$39,000 on a tax-deferred basis per year:

- Up to 100% of your income
- Up to \$19,500 in 2020 in the 403(b) and Roth 403(b) Plans (combined)
- Up to \$19,500 in 2020 in the 457(b) Plan
- 100% Vested

You may save even more if you are eligible under the special catch-up provisions, which could allow you to save up to \$68,000:

### **403(b) and Roth 403(b) Plans**

- Up to an additional \$6,500 if you are over age 50, AND
- Up to an additional \$3,000 if you have over 15 years of service with your current employer (You may be eligible to defer up to a combined maximum of \$29,000 into the 403(b) and Roth 403(b) Plans during 2020 using the special catch-up provisions.)

### **457(b) Plan**

- Up to an additional \$6,500 if you are over age 50, OR
- Up to an additional \$19,500 if you are in your final three years prior to normal retirement age (You may be eligible to defer up to a maximum of \$39,000 into the 457(b) Plan during 2020 using the special catch-up provisions.)

## HOW DO I CONTRIBUTE TO THE PLAN?

You may defer a portion of your salary on a monthly basis by completing the “FBC Salary Reduction Agreement” included in the enrollment packet, or by completing the online enrollment steps at [www.MyFBCretirement.com](http://www.MyFBCretirement.com).

• If you have an existing qualified retirement plan (pretax), 403(b) tax-deferred arrangement or governmental 457 plan with a prior employer, or hold a Tax-Deferred IRA account, you may transfer or roll over that account into the Plan anytime. Contact the Plan’s customer service center at **(844) SDCS-RET (844-732-7738)** for assistance or email [fbcmeetinginfo@empowerretirement.com](mailto:fbcmeetinginfo@empowerretirement.com) to be put in touch with a local Retirement Plan Advisor.

## HOW ARE PLAN CONTRIBUTIONS INVESTED?

You give investment directions for your Plan account, selecting from investment choices provided under the Plan, as determined by the FBC Deferred Compensation Program.

- You may change your investment choices daily. There is no fee for changing your investment choices, unless you elect to participate in the Self-Directed Brokerage Account (SDBA).
- You may change your contribution amount at any time by completing a new salary reduction agreement or by logging in to your account at [www.MyFBCretirement.com](http://www.MyFBCretirement.com).
- More information about your Plan’s investment choices can be found elsewhere in these materials or online at [www.MyFBCretirement.com.1](http://www.MyFBCretirement.com.1)

The Plan is intended to comply with ERISA Section 404(c) even though it is not subject to Title I of ERISA. This simply means that you “exercise control” over some of all of the investments in your Plan account. The fiduciaries of the Plan may be relieved of liability, or responsibility, for any losses that you may experience as a direct result of your investment decisions.

As a plan participant, you may request certain information from Empower Retirement. This information includes: annual operating expenses of the Plan investments; copies of prospectuses, financial statements, reports or other materials relating to Plan investments provided to the Plan; a list of assets contained in each Plan investment portfolio; the value of those assets and fund units or shares; and the past and current performance of each Plan investment.

# RETIREMENT

## WHEN CAN MONEY BE WITHDRAWN FROM MY PLAN ACCOUNT?

Money may be withdrawn from your Plan account in these events:

403(b) AND ROTH 403(b)	457(b)
Termination of Employment	Termination of Employment
You're attaining age 59½	You're attaining age 70½
Hardship	Unforeseeable Emergency
Death	Death
Disability	Disability
Age 72 Required Minimum Distribution	Age 72 Required Minimum Distribution

## MAY I WITHDRAW MONEY IN CASE OF FINANCIAL HARDSHIP OR AN UNFORSEEABLE EMERGENCY?

If you have an immediate financial need created by severe hardship and you lack other reasonably available resources to meet that need, you may be eligible to receive a hardship withdrawal from your account. You may also be eligible to withdraw funds if you have met an unforeseeable emergency as defined in the Plan Document. If you feel you are facing a financial hardship or an unforeseeable emergency, you should see your Benefits Administrator for more details.

## MAY I BORROW MONEY FROM MY ACCOUNT?

The Plan is intended to help you put aside money for your retirement. However, the FBC Deferred Compensation Program has included a Plan feature that lets you borrow money from the Plan.

- The amount the Plan may loan to you is limited by rules under the tax law. All loans will be limited to the lesser of: one-half of your vested account balance or \$50,000
- The minimum loan amount is \$1,000
- General loans must be repaid within five years; residential loans may exceed five years
- You pay loan interest back into your account. The interest rate on your loan will be the Prime Rate plus 2%
- A \$50 processing fee for new loans and a \$25 per year maintenance fee are charged to your account
- Loans are permitted from all plan types [403(b), 457(b), etc.]

## COMPARING THE PLANS

	403(b) AND ROTH 403(b)	457(b)
<b>Contribution Limits</b>	\$19,500	\$19,500
<b>Additional Catch-up</b>	15 Years of Service Rule	Final 3 Year Rule
<b>Age 50 Catch-up</b>	\$6,500	\$6,500
<b>Section 415 Limit</b>	100% to \$57,000	N/A
<b>Compensation</b>	Calendar Year + Deferrals [for 125, 457(b) & 403(b)]; if terminated, then last 12 months of service is used for 5 years following year of termination	Calendar Year + Deferrals [for 125, 457(b) & 403(b)]
<b>Loans</b>	50% of total account balance up to \$50,000. Paid back over 5 years or less. Defaulted loans are taxable. If a participant defaults or has previously defaulted on a Plan loan, no further loans will be permitted from the Plan	
<b>Distributions</b>	Only for death, disability, retirement, termination of employment, hardship, Age 59½, and Age 72 minimum distributions	Only for death, disability, termination of employment, unforeseeable emergency, Age 70½, and Age 72 minimum distributions
<b>Early Distribution Penalty</b>	10%	None

# WELLNESS

The Go365 program by Humana is a personalized wellness and rewards program Santee School District provides for **employees enrolled in a medical plan through CSEBA.**



Getting healthier is easier – and lots more fun – with Go365™. When it comes to health and wellness, you have your own approach. One that works for you. Go365 makes it easier to get moving along your path with more ways to start, more Activities to unlock, and more ways to rack up rewards.



## Unlock Activities.

Go365 is all about you. You'll receive Activities personalized to help you reach your health goals, no matter where you are on your journey to better health. Just unlock your Activities and earn Points for higher Status.



## Earn rewards.



Making healthier choices is a lot more fun with Go365. The more you move up in Status, the more Bucks you can earn and spend on great items in the Go365 Mall. Plus, Bonus Bucks, surprise rewards, and monthly Jackpot drawings make getting healthy more fun!



## Stay inspired.

Getting healthier can be hard. Go365 makes it easier by connecting you to all the tools and resources you need to get there. Tracking your activity is a breeze – just connect your compatible apps or fitness devices and earn Points for all your healthy activities.



## More Points. Higher Status.

Earning Points pays off big with higher Status levels. Get your spouse and kids involved too and see how fast you can move up in Status.

### Here's how many Points you need to move up in Status



#### 3 ways to get to Bronze

1. Complete at least one Health Assessment section online or on the Go365 App
2. Get a Biometric Screening
3. Log a verified workout

<b>5,000</b> One adult per policy	<b>8,000</b> One adult per policy	<b>10,000</b> One adult per policy
<b>8,000</b> <b>combined</b> two adults per policy	<b>12,000</b> <b>combined</b> two adults per policy	<b>15,000</b> <b>combined</b> two adults per policy
<b>+3,000</b> for each member 18 years and older	<b>+4,000</b> for each member 18 years and older	<b>+5,000</b> for each member 18 years and older

# EMPLOYEE TENTHLY BENEFIT COST 4-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 983.42	\$ 494.00	\$ 489.42
	Employee + 1	\$ 1,835.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,901.35	\$ 494.00	\$ 1,407.35
	Employee + Family	\$ 2,386.34	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,452.06	\$ 494.00	\$ 1,958.06
	Gold HMO							
	Employee Only	\$ 864.31	\$ 53.83	\$ 6.19	\$ 5.70	\$ 930.03	\$ 494.00	\$ 436.03
	Employee + 1	\$ 1,728.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,794.56	\$ 494.00	\$ 1,300.56
	Employee + Family	\$ 2,247.53	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,313.25	\$ 494.00	\$ 1,819.25
	Silver HMO							
	Employee Only	\$ 796.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 862.33	\$ 494.00	\$ 368.33
	Employee + 1	\$ 1,593.44	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,659.16	\$ 494.00	\$ 1,165.16
	Employee + Family	\$ 2,071.49	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,137.21	\$ 494.00	\$ 1,643.21
	Bronze HMO							
	Employee Only	\$ 720.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 785.84	\$ 494.00	\$ 291.84
	Employee + 1	\$ 1,440.43	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,506.15	\$ 494.00	\$ 1,012.15
Employee + Family	\$ 1,872.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,938.33	\$ 494.00	\$ 1,444.33	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 53.83	\$ 6.19	\$ 5.70	\$ 845.74	\$ 494.00	\$ 351.74
	Employee + 1	\$ 1,560.25	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,625.97	\$ 494.00	\$ 1,131.97
	Employee + Family	\$ 2,028.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,094.08	\$ 494.00	\$ 1,600.08
	Gold HMO							
	Employee Only	\$ 734.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 800.35	\$ 494.00	\$ 306.35
	Employee + 1	\$ 1,469.48	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,535.20	\$ 494.00	\$ 1,041.20
	Employee + Family	\$ 1,910.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,976.08	\$ 494.00	\$ 1,482.08
	Silver HMO							
	Employee Only	\$ 677.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 742.81	\$ 494.00	\$ 248.81
	Employee + 1	\$ 1,354.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,420.10	\$ 494.00	\$ 926.10
	Employee + Family	\$ 1,760.74	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,826.46	\$ 494.00	\$ 1,332.46
	Bronze HMO							
	Employee Only	\$ 612.07	\$ 53.83	\$ 6.19	\$ 5.70	\$ 677.79	\$ 494.00	\$ 183.79
	Employee + 1	\$ 1,224.35	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,290.07	\$ 494.00	\$ 796.07
Employee + Family	\$ 1,591.68	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,657.40	\$ 494.00	\$ 1,163.40	



# EMPLOYEE TENTHLY BENEFIT COST 4-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,397.59	\$ 494.00	\$ 903.59
	Employee + 1	\$ 2,663.96	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,729.68	\$ 494.00	\$ 2,235.68
	Employee + Family	\$ 3,463.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,528.92	\$ 494.00	\$ 3,034.92
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,236.04	\$ 494.00	\$ 742.04
	Employee + 1	\$ 2,340.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,406.56	\$ 494.00	\$ 1,912.56
	Employee + Family	\$ 3,043.14	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,108.86	\$ 494.00	\$ 2,614.86
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,068.87	\$ 494.00	\$ 574.87
	Employee + 1	\$ 2,006.51	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,072.23	\$ 494.00	\$ 1,578.23
	Employee + Family	\$ 2,608.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,674.22	\$ 494.00	\$ 2,180.22
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 53.83	\$ 6.19	\$ 5.70	\$ 997.88	\$ 494.00	\$ 503.88
	Employee + 1	\$ 1,864.54	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,930.26	\$ 494.00	\$ 1,436.26
Employee + Family	\$ 2,423.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,489.67	\$ 494.00	\$ 1,995.67	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,317.67	\$ 494.00	\$ 823.67
	Employee + 1	\$ 2,504.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,569.84	\$ 494.00	\$ 2,075.84
	Employee + Family	\$ 3,255.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,321.10	\$ 494.00	\$ 2,827.10
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,165.81	\$ 494.00	\$ 671.81
	Employee + 1	\$ 2,200.37	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,266.09	\$ 494.00	\$ 1,772.09
	Employee + Family	\$ 2,860.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,926.24	\$ 494.00	\$ 2,432.24
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,008.66	\$ 494.00	\$ 514.66
	Employee + 1	\$ 1,886.11	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,951.83	\$ 494.00	\$ 1,457.83
	Employee + Family	\$ 2,452.00	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,517.72	\$ 494.00	\$ 2,023.72
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 53.83	\$ 6.19	\$ 5.70	\$ 941.95	\$ 494.00	\$ 447.95
	Employee + 1	\$ 1,752.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,818.38	\$ 494.00	\$ 1,324.38
Employee + Family	\$ 2,278.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,344.22	\$ 494.00	\$ 1,850.22	

# EMPLOYEE TENTHLY BENEFIT COST 4-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	Platinum HMO							
	Employee Only	\$ 770.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 836.24	\$ 494.00	\$ 342.24
	Employee + 1	\$ 1,522.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,588.22	\$ 494.00	\$ 1,094.22
	Employee + Family	\$ 1,973.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,039.42	\$ 494.00	\$ 1,545.42
	Gold HMO							
	Employee Only	\$ 755.86	\$ 53.83	\$ 6.19	\$ 5.70	\$ 821.58	\$ 494.00	\$ 327.58
	Employee + 1	\$ 1,493.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,558.92	\$ 494.00	\$ 1,064.92
	Employee + Family	\$ 1,935.58	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,001.30	\$ 494.00	\$ 1,507.30
	Silver HMO							
	Employee Only	\$ 745.04	\$ 53.83	\$ 6.19	\$ 5.70	\$ 810.76	\$ 494.00	\$ 316.76
	Employee + 1	\$ 1,471.57	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,537.29	\$ 494.00	\$ 1,043.29
	Employee + Family	\$ 1,907.47	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,973.19	\$ 494.00	\$ 1,479.19
	Bronze HMO							
	Employee Only	\$ 628.18	\$ 53.83	\$ 6.19	\$ 5.70	\$ 693.90	\$ 494.00	\$ 199.90
	Employee + 1	\$ 1,237.81	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,303.53	\$ 494.00	\$ 809.53
	Employee + Family	\$ 1,603.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,669.33	\$ 494.00	\$ 1,175.33
	Bronze HMO 2 w/ H S A							
	Employee Only	\$ 508.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 574.38	\$ 494.00	\$ 80.38
	Employee + 1	\$ 998.77	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,064.49	\$ 494.00	\$ 570.49
	Employee + Family	\$ 1,292.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,358.56	\$ 494.00	\$ 864.56
Medical Waivers w/Delta PPO	\$ -	\$ 53.83	\$ 6.19	\$ 5.70	\$ 65.72	\$ 65.72	\$ -	
<b>Additional Cost for Dependent Coverage on the Delta Dental PPO Policy</b>								
Employee +1						Dependent Tenthly Cost =	\$	48.97
Employee + Family						Dependent Tenthly Cost =	\$	97.93

# EMPLOYEE TENTHLY BENEFIT COST 4-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 992.55	\$ 494.00	\$ 498.55
	Employee + 1	\$ 1,835.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,910.48	\$ 494.00	\$ 1,416.48
	Employee + Family	\$ 2,386.34	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,461.19	\$ 494.00	\$ 1,967.19
	Gold HMO							
	Employee Only	\$ 864.31	\$ 62.96	\$ 6.19	\$ 5.70	\$ 939.16	\$ 494.00	\$ 445.16
	Employee + 1	\$ 1,728.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,803.69	\$ 494.00	\$ 1,309.69
	Employee + Family	\$ 2,247.53	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,322.38	\$ 494.00	\$ 1,828.38
	Silver HMO							
	Employee Only	\$ 796.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 871.46	\$ 494.00	\$ 377.46
	Employee + 1	\$ 1,593.44	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,668.29	\$ 494.00	\$ 1,174.29
	Employee + Family	\$ 2,071.49	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,146.34	\$ 494.00	\$ 1,652.34
Bronze HMO								
Employee Only	\$ 720.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 794.97	\$ 494.00	\$ 300.97	
Employee + 1	\$ 1,440.43	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,515.28	\$ 494.00	\$ 1,021.28	
Employee + Family	\$ 1,872.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,947.46	\$ 494.00	\$ 1,453.46	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 62.96	\$ 6.19	\$ 5.70	\$ 854.87	\$ 494.00	\$ 360.87
	Employee + 1	\$ 1,560.25	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,635.10	\$ 494.00	\$ 1,141.10
	Employee + Family	\$ 2,028.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,103.21	\$ 494.00	\$ 1,609.21
	Gold HMO							
	Employee Only	\$ 734.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 809.48	\$ 494.00	\$ 315.48
	Employee + 1	\$ 1,469.48	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,544.33	\$ 494.00	\$ 1,050.33
	Employee + Family	\$ 1,910.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,985.21	\$ 494.00	\$ 1,491.21
	Silver HMO							
	Employee Only	\$ 677.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 751.94	\$ 494.00	\$ 257.94
	Employee + 1	\$ 1,354.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,429.23	\$ 494.00	\$ 935.23
	Employee + Family	\$ 1,760.74	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,835.59	\$ 494.00	\$ 1,341.59
Bronze HMO								
Employee Only	\$ 612.07	\$ 62.96	\$ 6.19	\$ 5.70	\$ 686.92	\$ 494.00	\$ 192.92	
Employee + 1	\$ 1,224.35	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,299.20	\$ 494.00	\$ 805.20	
Employee + Family	\$ 1,591.68	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,666.53	\$ 494.00	\$ 1,172.53	

# EMPLOYEE TENTHLY BENEFIT COST 4-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,406.72	\$ 494.00	\$ 912.72
	Employee + 1	\$ 2,663.96	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,738.81	\$ 494.00	\$ 2,244.81
	Employee + Family	\$ 3,463.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,538.05	\$ 494.00	\$ 3,044.05
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,245.17	\$ 494.00	\$ 751.17
	Employee + 1	\$ 2,340.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,415.69	\$ 494.00	\$ 1,921.69
	Employee + Family	\$ 3,043.14	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,117.99	\$ 494.00	\$ 2,623.99
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,078.00	\$ 494.00	\$ 584.00
	Employee + 1	\$ 2,006.51	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,081.36	\$ 494.00	\$ 1,587.36
	Employee + Family	\$ 2,608.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,683.35	\$ 494.00	\$ 2,189.35
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,007.01	\$ 494.00	\$ 513.01
	Employee + 1	\$ 1,864.54	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,939.39	\$ 494.00	\$ 1,445.39
Employee + Family	\$ 2,423.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,498.80	\$ 494.00	\$ 2,004.80	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,326.80	\$ 494.00	\$ 832.80
	Employee + 1	\$ 2,504.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,578.97	\$ 494.00	\$ 2,084.97
	Employee + Family	\$ 3,255.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,330.23	\$ 494.00	\$ 2,836.23
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,174.94	\$ 494.00	\$ 680.94
	Employee + 1	\$ 2,200.37	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,275.22	\$ 494.00	\$ 1,781.22
	Employee + Family	\$ 2,860.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,935.37	\$ 494.00	\$ 2,441.37
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,017.79	\$ 494.00	\$ 523.79
	Employee + 1	\$ 1,886.11	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,960.96	\$ 494.00	\$ 1,466.96
	Employee + Family	\$ 2,452.00	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,526.85	\$ 494.00	\$ 2,032.85
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 62.96	\$ 6.19	\$ 5.70	\$ 951.08	\$ 494.00	\$ 457.08
	Employee + 1	\$ 1,752.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,827.51	\$ 494.00	\$ 1,333.51
Employee + Family	\$ 2,278.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,353.35	\$ 494.00	\$ 1,859.35	

# EMPLOYEE TENTHLY BENEFIT COST 4-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
<b>HMO - Kaiser Network</b>	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 845.37	\$ 494.00	\$ 351.37
	Employee + 1	\$ 1,522.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,597.35	\$ 494.00	\$ 1,103.35
	Employee + Family	\$ 1,973.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,048.55	\$ 494.00	\$ 1,554.55
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 62.96	\$ 6.19	\$ 5.70	\$ 830.71	\$ 494.00	\$ 336.71
	Employee + 1	\$ 1,493.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,568.05	\$ 494.00	\$ 1,074.05
	Employee + Family	\$ 1,935.58	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,010.43	\$ 494.00	\$ 1,516.43
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 62.96	\$ 6.19	\$ 5.70	\$ 819.89	\$ 494.00	\$ 325.89
	Employee + 1	\$ 1,471.57	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,546.42	\$ 494.00	\$ 1,052.42
	Employee + Family	\$ 1,907.47	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,982.32	\$ 494.00	\$ 1,488.32
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 62.96	\$ 6.19	\$ 5.70	\$ 703.03	\$ 494.00	\$ 209.03
	Employee + 1	\$ 1,237.81	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,312.66	\$ 494.00	\$ 818.66
	Employee + Family	\$ 1,603.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,678.46	\$ 494.00	\$ 1,184.46
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 583.51	\$ 494.00	\$ 89.51
Employee + 1	\$ 998.77	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,073.62	\$ 494.00	\$ 579.62	
Employee + Family	\$ 1,292.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,367.69	\$ 494.00	\$ 873.69	
Medical Waivers w/DeltaCare USA	\$ -	\$ 62.96	\$ 6.19	\$ 5.70	\$ 74.85	\$ 74.85	\$ -	
<b>No Additional Cost for Dependent Coverage on the DeltaCare USA PMI/DHMO Dental Policy</b>								
<b>Employee Cash Back Stipends</b>								<b>Tenthy Payroll Credit</b>
Medical Waivers								\$ 90.00
Dependent Waivers (Payable to Classified staff who waive dependent coverage)								\$ 12.00
Staff with out-of-pocket expenses for their elected Medical and/or Dental coverage will only have those deductions taken from their pay in the months of September through June. No Medical or Dental deductions will process in the months of July and August each year.								



# EMPLOYEE TENTHLY BENEFIT COST 6-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 983.42	\$ 684.00	\$ 299.42
	Employee + 1	\$ 1,835.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,901.35	\$ 684.00	\$ 1,217.35
	Employee + Family	\$ 2,386.34	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,452.06	\$ 684.00	\$ 1,768.06
	Gold HMO							
	Employee Only	\$ 864.31	\$ 53.83	\$ 6.19	\$ 5.70	\$ 930.03	\$ 684.00	\$ 246.03
	Employee + 1	\$ 1,728.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,794.56	\$ 684.00	\$ 1,110.56
	Employee + Family	\$ 2,247.53	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,313.25	\$ 684.00	\$ 1,629.25
	Silver HMO							
	Employee Only	\$ 796.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 862.33	\$ 684.00	\$ 178.33
	Employee + 1	\$ 1,593.44	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,659.16	\$ 684.00	\$ 975.16
	Employee + Family	\$ 2,071.49	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,137.21	\$ 684.00	\$ 1,453.21
	Bronze HMO							
	Employee Only	\$ 720.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 785.84	\$ 684.00	\$ 101.84
	Employee + 1	\$ 1,440.43	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,506.15	\$ 684.00	\$ 822.15
Employee + Family	\$ 1,872.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,938.33	\$ 684.00	\$ 1,254.33	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 53.83	\$ 6.19	\$ 5.70	\$ 845.74	\$ 684.00	\$ 161.74
	Employee + 1	\$ 1,560.25	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,625.97	\$ 684.00	\$ 941.97
	Employee + Family	\$ 2,028.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,094.08	\$ 684.00	\$ 1,410.08
	Gold HMO							
	Employee Only	\$ 734.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 800.35	\$ 684.00	\$ 116.35
	Employee + 1	\$ 1,469.48	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,535.20	\$ 684.00	\$ 851.20
	Employee + Family	\$ 1,910.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,976.08	\$ 684.00	\$ 1,292.08
	Silver HMO							
	Employee Only	\$ 677.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 742.81	\$ 684.00	\$ 58.81
	Employee + 1	\$ 1,354.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,420.10	\$ 684.00	\$ 736.10
	Employee + Family	\$ 1,760.74	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,826.46	\$ 684.00	\$ 1,142.46
	Bronze HMO							
	Employee Only	\$ 612.07	\$ 53.83	\$ 6.19	\$ 5.70	\$ 677.79	\$ 684.00	\$ -
	Employee + 1	\$ 1,224.35	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,290.07	\$ 684.00	\$ 606.07
Employee + Family	\$ 1,591.68	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,657.40	\$ 684.00	\$ 973.40	

# EMPLOYEE TENTHLY BENEFIT COST 6-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,397.59	\$ 684.00	\$ 713.59
	Employee + 1	\$ 2,663.96	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,729.68	\$ 684.00	\$ 2,045.68
	Employee + Family	\$ 3,463.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,528.92	\$ 684.00	\$ 2,844.92
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,236.04	\$ 684.00	\$ 552.04
	Employee + 1	\$ 2,340.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,406.56	\$ 684.00	\$ 1,722.56
	Employee + Family	\$ 3,043.14	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,108.86	\$ 684.00	\$ 2,424.86
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,068.87	\$ 684.00	\$ 384.87
	Employee + 1	\$ 2,006.51	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,072.23	\$ 684.00	\$ 1,388.23
	Employee + Family	\$ 2,608.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,674.22	\$ 684.00	\$ 1,990.22
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 53.83	\$ 6.19	\$ 5.70	\$ 997.88	\$ 684.00	\$ 313.88
	Employee + 1	\$ 1,864.54	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,930.26	\$ 684.00	\$ 1,246.26
Employee + Family	\$ 2,423.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,489.67	\$ 684.00	\$ 1,805.67	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,317.67	\$ 684.00	\$ 633.67
	Employee + 1	\$ 2,504.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,569.84	\$ 684.00	\$ 1,885.84
	Employee + Family	\$ 3,255.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,321.10	\$ 684.00	\$ 2,637.10
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,165.81	\$ 684.00	\$ 481.81
	Employee + 1	\$ 2,200.37	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,266.09	\$ 684.00	\$ 1,582.09
	Employee + Family	\$ 2,860.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,926.24	\$ 684.00	\$ 2,242.24
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,008.66	\$ 684.00	\$ 324.66
	Employee + 1	\$ 1,886.11	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,951.83	\$ 684.00	\$ 1,267.83
	Employee + Family	\$ 2,452.00	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,517.72	\$ 684.00	\$ 1,833.72
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 53.83	\$ 6.19	\$ 5.70	\$ 941.95	\$ 684.00	\$ 257.95
	Employee + 1	\$ 1,752.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,818.38	\$ 684.00	\$ 1,134.38
Employee + Family	\$ 2,278.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,344.22	\$ 684.00	\$ 1,660.22	

# EMPLOYEE TENTHLY BENEFIT COST 6-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	Platinum HMO							
	Employee Only	\$ 770.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 836.24	\$ 684.00	\$ 152.24
	Employee + 1	\$ 1,522.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,588.22	\$ 684.00	\$ 904.22
	Employee + Family	\$ 1,973.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,039.42	\$ 684.00	\$ 1,355.42
	Gold HMO							
	Employee Only	\$ 755.86	\$ 53.83	\$ 6.19	\$ 5.70	\$ 821.58	\$ 684.00	\$ 137.58
	Employee + 1	\$ 1,493.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,558.92	\$ 684.00	\$ 874.92
	Employee + Family	\$ 1,935.58	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,001.30	\$ 684.00	\$ 1,317.30
	Silver HMO							
	Employee Only	\$ 745.04	\$ 53.83	\$ 6.19	\$ 5.70	\$ 810.76	\$ 684.00	\$ 126.76
	Employee + 1	\$ 1,471.57	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,537.29	\$ 684.00	\$ 853.29
	Employee + Family	\$ 1,907.47	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,973.19	\$ 684.00	\$ 1,289.19
	Bronze HMO							
	Employee Only	\$ 628.18	\$ 53.83	\$ 6.19	\$ 5.70	\$ 693.90	\$ 684.00	\$ 9.90
	Employee + 1	\$ 1,237.81	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,303.53	\$ 684.00	\$ 619.53
	Employee + Family	\$ 1,603.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,669.33	\$ 684.00	\$ 985.33
	Bronze HMO 2 w/ H S A							
	Employee Only	\$ 508.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 574.38	\$ 684.00	\$ -
	Employee + 1	\$ 998.77	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,064.49	\$ 684.00	\$ 380.49
	Employee + Family	\$ 1,292.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,358.56	\$ 684.00	\$ 674.56
Medical Waivers w/Delta PPO	\$ -	\$ 53.83	\$ 6.19	\$ 5.70	\$ 65.72	\$ 65.72	\$ -	
<b>Additional Cost for Dependent Coverage on the Delta Dental PPO Policy</b>								
Employee +1						Dependent Tenthly Cost =	\$	48.97
Employee + Family						Dependent Tenthly Cost =	\$	97.93



# EMPLOYEE TENTHLY BENEFIT COST 6-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 992.55	\$ 684.00	\$ 308.55
	Employee + 1	\$ 1,835.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,910.48	\$ 684.00	\$ 1,226.48
	Employee + Family	\$ 2,386.34	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,461.19	\$ 684.00	\$ 1,777.19
	Gold HMO							
	Employee Only	\$ 864.31	\$ 62.96	\$ 6.19	\$ 5.70	\$ 939.16	\$ 684.00	\$ 255.16
	Employee + 1	\$ 1,728.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,803.69	\$ 684.00	\$ 1,119.69
	Employee + Family	\$ 2,247.53	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,322.38	\$ 684.00	\$ 1,638.38
	Silver HMO							
	Employee Only	\$ 796.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 871.46	\$ 684.00	\$ 187.46
	Employee + 1	\$ 1,593.44	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,668.29	\$ 684.00	\$ 984.29
	Employee + Family	\$ 2,071.49	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,146.34	\$ 684.00	\$ 1,462.34
	Bronze HMO							
Employee Only	\$ 720.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 794.97	\$ 684.00	\$ 110.97	
Employee + 1	\$ 1,440.43	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,515.28	\$ 684.00	\$ 831.28	
Employee + Family	\$ 1,872.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,947.46	\$ 684.00	\$ 1,263.46	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 62.96	\$ 6.19	\$ 5.70	\$ 854.87	\$ 684.00	\$ 170.87
	Employee + 1	\$ 1,560.25	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,635.10	\$ 684.00	\$ 951.10
	Employee + Family	\$ 2,028.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,103.21	\$ 684.00	\$ 1,419.21
	Gold HMO							
	Employee Only	\$ 734.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 809.48	\$ 684.00	\$ 125.48
	Employee + 1	\$ 1,469.48	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,544.33	\$ 684.00	\$ 860.33
	Employee + Family	\$ 1,910.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,985.21	\$ 684.00	\$ 1,301.21
	Silver HMO							
	Employee Only	\$ 677.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 751.94	\$ 684.00	\$ 67.94
	Employee + 1	\$ 1,354.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,429.23	\$ 684.00	\$ 745.23
	Employee + Family	\$ 1,760.74	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,835.59	\$ 684.00	\$ 1,151.59
	Bronze HMO							
Employee Only	\$ 612.07	\$ 62.96	\$ 6.19	\$ 5.70	\$ 686.92	\$ 684.00	\$ 2.92	
Employee + 1	\$ 1,224.35	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,299.20	\$ 684.00	\$ 615.20	
Employee + Family	\$ 1,591.68	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,666.53	\$ 684.00	\$ 982.53	

# EMPLOYEE TENTHLY BENEFIT COST 6-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,406.72	\$ 684.00	\$ 722.72
	Employee + 1	\$ 2,663.96	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,738.81	\$ 684.00	\$ 2,054.81
	Employee + Family	\$ 3,463.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,538.05	\$ 684.00	\$ 2,854.05
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,245.17	\$ 684.00	\$ 561.17
	Employee + 1	\$ 2,340.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,415.69	\$ 684.00	\$ 1,731.69
	Employee + Family	\$ 3,043.14	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,117.99	\$ 684.00	\$ 2,433.99
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,078.00	\$ 684.00	\$ 394.00
	Employee + 1	\$ 2,006.51	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,081.36	\$ 684.00	\$ 1,397.36
	Employee + Family	\$ 2,608.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,683.35	\$ 684.00	\$ 1,999.35
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,007.01	\$ 684.00	\$ 323.01
	Employee + 1	\$ 1,864.54	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,939.39	\$ 684.00	\$ 1,255.39
Employee + Family	\$ 2,423.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,498.80	\$ 684.00	\$ 1,814.80	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,326.80	\$ 684.00	\$ 642.80
	Employee + 1	\$ 2,504.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,578.97	\$ 684.00	\$ 1,894.97
	Employee + Family	\$ 3,255.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,330.23	\$ 684.00	\$ 2,646.23
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,174.94	\$ 684.00	\$ 490.94
	Employee + 1	\$ 2,200.37	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,275.22	\$ 684.00	\$ 1,591.22
	Employee + Family	\$ 2,860.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,935.37	\$ 684.00	\$ 2,251.37
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,017.79	\$ 684.00	\$ 333.79
	Employee + 1	\$ 1,886.11	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,960.96	\$ 684.00	\$ 1,276.96
	Employee + Family	\$ 2,452.00	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,526.85	\$ 684.00	\$ 1,842.85
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 62.96	\$ 6.19	\$ 5.70	\$ 951.08	\$ 684.00	\$ 267.08
	Employee + 1	\$ 1,752.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,827.51	\$ 684.00	\$ 1,143.51
Employee + Family	\$ 2,278.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,353.35	\$ 684.00	\$ 1,669.35	

# EMPLOYEE TENTHLY BENEFIT COST 6-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
<b>HMO - Kaiser Network</b>	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 845.37	\$ 684.00	\$ 161.37
	Employee + 1	\$ 1,522.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,597.35	\$ 684.00	\$ 913.35
	Employee + Family	\$ 1,973.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,048.55	\$ 684.00	\$ 1,364.55
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 62.96	\$ 6.19	\$ 5.70	\$ 830.71	\$ 684.00	\$ 146.71
	Employee + 1	\$ 1,493.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,568.05	\$ 684.00	\$ 884.05
	Employee + Family	\$ 1,935.58	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,010.43	\$ 684.00	\$ 1,326.43
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 62.96	\$ 6.19	\$ 5.70	\$ 819.89	\$ 684.00	\$ 135.89
	Employee + 1	\$ 1,471.57	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,546.42	\$ 684.00	\$ 862.42
	Employee + Family	\$ 1,907.47	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,982.32	\$ 684.00	\$ 1,298.32
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 62.96	\$ 6.19	\$ 5.70	\$ 703.03	\$ 684.00	\$ 19.03
	Employee + 1	\$ 1,237.81	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,312.66	\$ 684.00	\$ 628.66
	Employee + Family	\$ 1,603.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,678.46	\$ 684.00	\$ 994.46
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 583.51	\$ 684.00	\$ -
	Employee + 1	\$ 998.77	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,073.62	\$ 684.00	\$ 389.62
	Employee + Family	\$ 1,292.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,367.69	\$ 684.00	\$ 683.69
	Medical Waivers w/DeltaCare USA	\$ -	\$ 62.96	\$ 6.19	\$ 5.70	\$ 74.85	\$ 74.85	\$ -
<b>No Additional Cost for Dependent Coverage on the DeltaCare USA PMI/DHMO Dental Policy</b>								
<b>Employee Cash Back Stipends</b>								<b>Tenthly Payroll Credit</b>
Medical Waivers								\$ 90.00
Dependent Waivers (Payable to Classified staff who waive dependent coverage)								\$ 18.00
Staff with out-of-pocket expenses for their elected Medical and/or Dental coverage will only have those deductions taken from their pay in the months of September through June. No Medical or Dental deductions will process in the months of July and August each year.								

# EMPLOYEE TENTHLY BENEFIT COST 8-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 983.42	\$ 760.00	\$ 223.42
	Employee + 1	\$ 1,835.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,901.35	\$ 760.00	\$ 1,141.35
	Employee + Family	\$ 2,386.34	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,452.06	\$ 760.00	\$ 1,692.06
	Gold HMO							
	Employee Only	\$ 864.31	\$ 53.83	\$ 6.19	\$ 5.70	\$ 930.03	\$ 760.00	\$ 170.03
	Employee + 1	\$ 1,728.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,794.56	\$ 760.00	\$ 1,034.56
	Employee + Family	\$ 2,247.53	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,313.25	\$ 760.00	\$ 1,553.25
	Silver HMO							
	Employee Only	\$ 796.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 862.33	\$ 760.00	\$ 102.33
	Employee + 1	\$ 1,593.44	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,659.16	\$ 760.00	\$ 899.16
	Employee + Family	\$ 2,071.49	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,137.21	\$ 760.00	\$ 1,377.21
	Bronze HMO							
	Employee Only	\$ 720.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 785.84	\$ 760.00	\$ 25.84
	Employee + 1	\$ 1,440.43	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,506.15	\$ 760.00	\$ 746.15
Employee + Family	\$ 1,872.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,938.33	\$ 760.00	\$ 1,178.33	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 53.83	\$ 6.19	\$ 5.70	\$ 845.74	\$ 760.00	\$ 85.74
	Employee + 1	\$ 1,560.25	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,625.97	\$ 760.00	\$ 865.97
	Employee + Family	\$ 2,028.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,094.08	\$ 760.00	\$ 1,334.08
	Gold HMO							
	Employee Only	\$ 734.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 800.35	\$ 760.00	\$ 40.35
	Employee + 1	\$ 1,469.48	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,535.20	\$ 760.00	\$ 775.20
	Employee + Family	\$ 1,910.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,976.08	\$ 760.00	\$ 1,216.08
	Silver HMO							
	Employee Only	\$ 677.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 742.81	\$ 760.00	\$ -
	Employee + 1	\$ 1,354.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,420.10	\$ 760.00	\$ 660.10
	Employee + Family	\$ 1,760.74	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,826.46	\$ 760.00	\$ 1,066.46
	Bronze HMO							
	Employee Only	\$ 612.07	\$ 53.83	\$ 6.19	\$ 5.70	\$ 677.79	\$ 760.00	\$ -
	Employee + 1	\$ 1,224.35	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,290.07	\$ 760.00	\$ 530.07
Employee + Family	\$ 1,591.68	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,657.40	\$ 760.00	\$ 897.40	



# EMPLOYEE TENTHLY BENEFIT COST 8-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,397.59	\$ 760.00	\$ 637.59
	Employee + 1	\$ 2,663.96	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,729.68	\$ 760.00	\$ 1,969.68
	Employee + Family	\$ 3,463.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,528.92	\$ 760.00	\$ 2,768.92
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,236.04	\$ 760.00	\$ 476.04
	Employee + 1	\$ 2,340.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,406.56	\$ 760.00	\$ 1,646.56
	Employee + Family	\$ 3,043.14	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,108.86	\$ 760.00	\$ 2,348.86
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,068.87	\$ 760.00	\$ 308.87
	Employee + 1	\$ 2,006.51	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,072.23	\$ 760.00	\$ 1,312.23
	Employee + Family	\$ 2,608.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,674.22	\$ 760.00	\$ 1,914.22
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 53.83	\$ 6.19	\$ 5.70	\$ 997.88	\$ 760.00	\$ 237.88
	Employee + 1	\$ 1,864.54	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,930.26	\$ 760.00	\$ 1,170.26
Employee + Family	\$ 2,423.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,489.67	\$ 760.00	\$ 1,729.67	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,317.67	\$ 760.00	\$ 557.67
	Employee + 1	\$ 2,504.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,569.84	\$ 760.00	\$ 1,809.84
	Employee + Family	\$ 3,255.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,321.10	\$ 760.00	\$ 2,561.10
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,165.81	\$ 760.00	\$ 405.81
	Employee + 1	\$ 2,200.37	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,266.09	\$ 760.00	\$ 1,506.09
	Employee + Family	\$ 2,860.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,926.24	\$ 760.00	\$ 2,166.24
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,008.66	\$ 760.00	\$ 248.66
	Employee + 1	\$ 1,886.11	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,951.83	\$ 760.00	\$ 1,191.83
	Employee + Family	\$ 2,452.00	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,517.72	\$ 760.00	\$ 1,757.72
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 53.83	\$ 6.19	\$ 5.70	\$ 941.95	\$ 760.00	\$ 181.95
	Employee + 1	\$ 1,752.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,818.38	\$ 760.00	\$ 1,058.38
Employee + Family	\$ 2,278.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,344.22	\$ 760.00	\$ 1,584.22	

# EMPLOYEE TENTHLY BENEFIT COST 8-HOUR CLASSIFIED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 836.24	\$ 760.00	\$ 76.24
	Employee + 1	\$ 1,522.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,588.22	\$ 760.00	\$ 828.22
	Employee + Family	\$ 1,973.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,039.42	\$ 760.00	\$ 1,279.42
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 53.83	\$ 6.19	\$ 5.70	\$ 821.58	\$ 760.00	\$ 61.58
	Employee + 1	\$ 1,493.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,558.92	\$ 760.00	\$ 798.92
	Employee + Family	\$ 1,935.58	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,001.30	\$ 760.00	\$ 1,241.30
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 53.83	\$ 6.19	\$ 5.70	\$ 810.76	\$ 760.00	\$ 50.76
	Employee + 1	\$ 1,471.57	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,537.29	\$ 760.00	\$ 777.29
	Employee + Family	\$ 1,907.47	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,973.19	\$ 760.00	\$ 1,213.19
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 53.83	\$ 6.19	\$ 5.70	\$ 693.90	\$ 760.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,303.53	\$ 760.00	\$ 543.53
	Employee + Family	\$ 1,603.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,669.33	\$ 760.00	\$ 909.33
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 574.38	\$ 760.00	\$ -
	Employee + 1	\$ 998.77	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,064.49	\$ 760.00	\$ 304.49
	Employee + Family	\$ 1,292.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,358.56	\$ 760.00	\$ 598.56
Medical Waivers w/Delta PPO	\$ -	\$ 53.83	\$ 6.19	\$ 5.70	\$ 65.72	\$ 65.72	\$ -	
<b>Additional Cost for Dependent Coverage on the Delta Dental PPO Policy</b>								
Employee +1						Dependent Tenthly Cost =	\$	48.97
Employee + Family						Dependent Tenthly Cost =	\$	97.93

# EMPLOYEE TENTHLY BENEFIT COST 8-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 992.55	\$ 760.00	\$ 232.55
	Employee + 1	\$ 1,835.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,910.48	\$ 760.00	\$ 1,150.48
	Employee + Family	\$ 2,386.34	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,461.19	\$ 760.00	\$ 1,701.19
	Gold HMO							
	Employee Only	\$ 864.31	\$ 62.96	\$ 6.19	\$ 5.70	\$ 939.16	\$ 760.00	\$ 179.16
	Employee + 1	\$ 1,728.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,803.69	\$ 760.00	\$ 1,043.69
	Employee + Family	\$ 2,247.53	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,322.38	\$ 760.00	\$ 1,562.38
	Silver HMO							
	Employee Only	\$ 796.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 871.46	\$ 760.00	\$ 111.46
	Employee + 1	\$ 1,593.44	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,668.29	\$ 760.00	\$ 908.29
	Employee + Family	\$ 2,071.49	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,146.34	\$ 760.00	\$ 1,386.34
	Bronze HMO							
Employee Only	\$ 720.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 794.97	\$ 760.00	\$ 34.97	
Employee + 1	\$ 1,440.43	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,515.28	\$ 760.00	\$ 755.28	
Employee + Family	\$ 1,872.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,947.46	\$ 760.00	\$ 1,187.46	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 62.96	\$ 6.19	\$ 5.70	\$ 854.87	\$ 760.00	\$ 94.87
	Employee + 1	\$ 1,560.25	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,635.10	\$ 760.00	\$ 875.10
	Employee + Family	\$ 2,028.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,103.21	\$ 760.00	\$ 1,343.21
	Gold HMO							
	Employee Only	\$ 734.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 809.48	\$ 760.00	\$ 49.48
	Employee + 1	\$ 1,469.48	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,544.33	\$ 760.00	\$ 784.33
	Employee + Family	\$ 1,910.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,985.21	\$ 760.00	\$ 1,225.21
	Silver HMO							
	Employee Only	\$ 677.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 751.94	\$ 760.00	\$ -
	Employee + 1	\$ 1,354.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,429.23	\$ 760.00	\$ 669.23
	Employee + Family	\$ 1,760.74	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,835.59	\$ 760.00	\$ 1,075.59
	Bronze HMO							
Employee Only	\$ 612.07	\$ 62.96	\$ 6.19	\$ 5.70	\$ 686.92	\$ 760.00	\$ -	
Employee + 1	\$ 1,224.35	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,299.20	\$ 760.00	\$ 539.20	
Employee + Family	\$ 1,591.68	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,666.53	\$ 760.00	\$ 906.53	

# EMPLOYEE TENTHLY BENEFIT COST 8-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,406.72	\$ 760.00	\$ 646.72
	Employee + 1	\$ 2,663.96	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,738.81	\$ 760.00	\$ 1,978.81
	Employee + Family	\$ 3,463.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,538.05	\$ 760.00	\$ 2,778.05
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,245.17	\$ 760.00	\$ 485.17
	Employee + 1	\$ 2,340.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,415.69	\$ 760.00	\$ 1,655.69
	Employee + Family	\$ 3,043.14	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,117.99	\$ 760.00	\$ 2,357.99
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,078.00	\$ 760.00	\$ 318.00
	Employee + 1	\$ 2,006.51	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,081.36	\$ 760.00	\$ 1,321.36
	Employee + Family	\$ 2,608.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,683.35	\$ 760.00	\$ 1,923.35
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,007.01	\$ 760.00	\$ 247.01
	Employee + 1	\$ 1,864.54	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,939.39	\$ 760.00	\$ 1,179.39
Employee + Family	\$ 2,423.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,498.80	\$ 760.00	\$ 1,738.80	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,326.80	\$ 760.00	\$ 566.80
	Employee + 1	\$ 2,504.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,578.97	\$ 760.00	\$ 1,818.97
	Employee + Family	\$ 3,255.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,330.23	\$ 760.00	\$ 2,570.23
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,174.94	\$ 760.00	\$ 414.94
	Employee + 1	\$ 2,200.37	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,275.22	\$ 760.00	\$ 1,515.22
	Employee + Family	\$ 2,860.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,935.37	\$ 760.00	\$ 2,175.37
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,017.79	\$ 760.00	\$ 257.79
	Employee + 1	\$ 1,886.11	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,960.96	\$ 760.00	\$ 1,200.96
	Employee + Family	\$ 2,452.00	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,526.85	\$ 760.00	\$ 1,766.85
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 62.96	\$ 6.19	\$ 5.70	\$ 951.08	\$ 760.00	\$ 191.08
	Employee + 1	\$ 1,752.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,827.51	\$ 760.00	\$ 1,067.51
Employee + Family	\$ 2,278.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,353.35	\$ 760.00	\$ 1,593.35	



# EMPLOYEE TENTHLY BENEFIT COST 8-HOUR CLASSIFIED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
<b>HMO - Kaiser Network</b>	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 845.37	\$ 760.00	\$ 85.37
	Employee + 1	\$ 1,522.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,597.35	\$ 760.00	\$ 837.35
	Employee + Family	\$ 1,973.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,048.55	\$ 760.00	\$ 1,288.55
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 62.96	\$ 6.19	\$ 5.70	\$ 830.71	\$ 760.00	\$ 70.71
	Employee + 1	\$ 1,493.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,568.05	\$ 760.00	\$ 808.05
	Employee + Family	\$ 1,935.58	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,010.43	\$ 760.00	\$ 1,250.43
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 62.96	\$ 6.19	\$ 5.70	\$ 819.89	\$ 760.00	\$ 59.89
	Employee + 1	\$ 1,471.57	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,546.42	\$ 760.00	\$ 786.42
	Employee + Family	\$ 1,907.47	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,982.32	\$ 760.00	\$ 1,222.32
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 62.96	\$ 6.19	\$ 5.70	\$ 703.03	\$ 760.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,312.66	\$ 760.00	\$ 552.66
	Employee + Family	\$ 1,603.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,678.46	\$ 760.00	\$ 918.46
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 583.51	\$ 760.00	\$ -
	Employee + 1	\$ 998.77	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,073.62	\$ 760.00	\$ 313.62
	Employee + Family	\$ 1,292.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,367.69	\$ 760.00	\$ 607.69
Medical Waivers w/DeltaCare USA	\$ -	\$ 62.96	\$ 6.19	\$ 5.70	\$ 74.85	\$ 74.85	\$ -	
<b>No Additional Cost for Dependent Coverage on the DeltaCare USA PMI/DHMO Dental Policy</b>								
<b>Employee Cash Back Stipends</b>								<b>Tenthly Payroll Credit</b>
Medical Waivers								\$ 90.00
Dependent Waivers (Payable to Classified staff who waive dependent coverage)								\$ 24.00
Staff with out-of pocket expenses for their elected Medical and/or Dental coverage will only have those deductions taken from their pay in the months of September through June. No Medical or Dental deductions will process in the months of July and August each year.								

# EMPLOYEE TENTHLY BENEFIT COST CERTIFICATED

Cost of Benefits with Delta Dental PPO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 53.83	\$ 9.18	\$ 5.70	\$ 986.41	\$ 900.00	\$ 86.41
	Employee + 1	\$ 1,835.63	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,904.34	\$ 900.00	\$ 1,004.34
	Employee + Family	\$ 2,386.34	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,455.05	\$ 900.00	\$ 1,555.05
	Gold HMO							
	Employee Only	\$ 864.31	\$ 53.83	\$ 9.18	\$ 5.70	\$ 933.02	\$ 900.00	\$ 33.02
	Employee + 1	\$ 1,728.84	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,797.55	\$ 900.00	\$ 897.55
	Employee + Family	\$ 2,247.53	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,316.24	\$ 900.00	\$ 1,416.24
	Silver HMO							
	Employee Only	\$ 796.61	\$ 53.83	\$ 9.18	\$ 5.70	\$ 865.32	\$ 900.00	\$ -
	Employee + 1	\$ 1,593.44	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,662.15	\$ 900.00	\$ 762.15
	Employee + Family	\$ 2,071.49	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,140.20	\$ 900.00	\$ 1,240.20
	Bronze HMO							
	Employee Only	\$ 720.12	\$ 53.83	\$ 9.18	\$ 5.70	\$ 788.83	\$ 900.00	\$ -
	Employee + 1	\$ 1,440.43	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,509.14	\$ 900.00	\$ 609.14
Employee + Family	\$ 1,872.61	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,941.32	\$ 900.00	\$ 1,041.32	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 53.83	\$ 9.18	\$ 5.70	\$ 848.73	\$ 900.00	\$ -
	Employee + 1	\$ 1,560.25	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,628.96	\$ 900.00	\$ 728.96
	Employee + Family	\$ 2,028.36	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,097.07	\$ 900.00	\$ 1,197.07
	Gold HMO							
	Employee Only	\$ 734.63	\$ 53.83	\$ 9.18	\$ 5.70	\$ 803.34	\$ 900.00	\$ -
	Employee + 1	\$ 1,469.48	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,538.19	\$ 900.00	\$ 638.19
	Employee + Family	\$ 1,910.36	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,979.07	\$ 900.00	\$ 1,079.07
	Silver HMO							
	Employee Only	\$ 677.09	\$ 53.83	\$ 9.18	\$ 5.70	\$ 745.80	\$ 900.00	\$ -
	Employee + 1	\$ 1,354.38	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,423.09	\$ 900.00	\$ 523.09
	Employee + Family	\$ 1,760.74	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,829.45	\$ 900.00	\$ 929.45
	Bronze HMO							
	Employee Only	\$ 612.07	\$ 53.83	\$ 9.18	\$ 5.70	\$ 680.78	\$ 900.00	\$ -
	Employee + 1	\$ 1,224.35	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,293.06	\$ 900.00	\$ 393.06
Employee + Family	\$ 1,591.68	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,660.39	\$ 900.00	\$ 760.39	

# EMPLOYEE TENTHLY BENEFIT COST CERTIFICATED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,400.58	\$ 900.00	\$ 500.58
	Employee + 1	\$ 2,663.96	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,732.67	\$ 900.00	\$ 1,832.67
	Employee + Family	\$ 3,463.20	\$ 53.83	\$ 9.18	\$ 5.70	\$ 3,531.91	\$ 900.00	\$ 2,631.91
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,239.03	\$ 900.00	\$ 339.03
	Employee + 1	\$ 2,340.84	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,409.55	\$ 900.00	\$ 1,509.55
	Employee + Family	\$ 3,043.14	\$ 53.83	\$ 9.18	\$ 5.70	\$ 3,111.85	\$ 900.00	\$ 2,211.85
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,071.86	\$ 900.00	\$ 171.86
	Employee + 1	\$ 2,006.51	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,075.22	\$ 900.00	\$ 1,175.22
	Employee + Family	\$ 2,608.50	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,677.21	\$ 900.00	\$ 1,777.21
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,000.87	\$ 900.00	\$ 100.87
	Employee + 1	\$ 1,864.54	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,933.25	\$ 900.00	\$ 1,033.25
Employee + Family	\$ 2,423.95	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,492.66	\$ 900.00	\$ 1,592.66	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,320.66	\$ 900.00	\$ 420.66
	Employee + 1	\$ 2,504.12	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,572.83	\$ 900.00	\$ 1,672.83
	Employee + Family	\$ 3,255.38	\$ 53.83	\$ 9.18	\$ 5.70	\$ 3,324.09	\$ 900.00	\$ 2,424.09
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,168.80	\$ 900.00	\$ 268.80
	Employee + 1	\$ 2,200.37	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,269.08	\$ 900.00	\$ 1,369.08
	Employee + Family	\$ 2,860.52	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,929.23	\$ 900.00	\$ 2,029.23
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,011.65	\$ 900.00	\$ 111.65
	Employee + 1	\$ 1,886.11	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,954.82	\$ 900.00	\$ 1,054.82
	Employee + Family	\$ 2,452.00	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,520.71	\$ 900.00	\$ 1,620.71
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 53.83	\$ 9.18	\$ 5.70	\$ 944.94	\$ 900.00	\$ 44.94
	Employee + 1	\$ 1,752.66	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,821.37	\$ 900.00	\$ 921.37
Employee + Family	\$ 2,278.50	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,347.21	\$ 900.00	\$ 1,447.21	

# EMPLOYEE TENTHLY BENEFIT COST CERTIFICATED

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 53.83	\$ 9.18	\$ 5.70	\$ 839.23	\$ 900.00	\$ -
	Employee + 1	\$ 1,522.50	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,591.21	\$ 900.00	\$ 691.21
	Employee + Family	\$ 1,973.70	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,042.41	\$ 900.00	\$ 1,142.41
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 53.83	\$ 9.18	\$ 5.70	\$ 824.57	\$ 900.00	\$ -
	Employee + 1	\$ 1,493.20	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,561.91	\$ 900.00	\$ 661.91
	Employee + Family	\$ 1,935.58	\$ 53.83	\$ 9.18	\$ 5.70	\$ 2,004.29	\$ 900.00	\$ 1,104.29
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 53.83	\$ 9.18	\$ 5.70	\$ 813.75	\$ 900.00	\$ -
	Employee + 1	\$ 1,471.57	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,540.28	\$ 900.00	\$ 640.28
	Employee + Family	\$ 1,907.47	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,976.18	\$ 900.00	\$ 1,076.18
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 53.83	\$ 9.18	\$ 5.70	\$ 696.89	\$ 900.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,306.52	\$ 900.00	\$ 406.52
	Employee + Family	\$ 1,603.61	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,672.32	\$ 900.00	\$ 772.32
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 53.83	\$ 9.18	\$ 5.70	\$ 577.37	\$ 900.00	\$ -
	Employee + 1	\$ 998.77	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,067.48	\$ 900.00	\$ 167.48
	Employee + Family	\$ 1,292.84	\$ 53.83	\$ 9.18	\$ 5.70	\$ 1,361.55	\$ 900.00	\$ 461.55
Medical Waivers w/Delta PPO	\$ -	\$ 53.83	\$ 9.18	\$ 5.70	\$ 68.71	\$ 68.71	\$ -	
<b>Additional Cost for Dependent Coverage on the Delta Dental PPO Policy</b>								
Employee +1						Dependent Tenthly Cost =	\$	48.97
Employee + Family						Dependent Tenthly Cost =	\$	97.93

# EMPLOYEE TENTHLY BENEFIT COST CERTIFICATED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 62.96	\$ 9.18	\$ 5.70	\$ 995.54	\$ 900.00	\$ 95.54
	Employee + 1	\$ 1,835.63	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,913.47	\$ 900.00	\$ 1,013.47
	Employee + Family	\$ 2,386.34	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,464.18	\$ 900.00	\$ 1,564.18
	Gold HMO							
	Employee Only	\$ 864.31	\$ 62.96	\$ 9.18	\$ 5.70	\$ 942.15	\$ 900.00	\$ 42.15
	Employee + 1	\$ 1,728.84	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,806.68	\$ 900.00	\$ 906.68
	Employee + Family	\$ 2,247.53	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,325.37	\$ 900.00	\$ 1,425.37
	Silver HMO							
	Employee Only	\$ 796.61	\$ 62.96	\$ 9.18	\$ 5.70	\$ 874.45	\$ 900.00	\$ -
	Employee + 1	\$ 1,593.44	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,671.28	\$ 900.00	\$ 771.28
	Employee + Family	\$ 2,071.49	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,149.33	\$ 900.00	\$ 1,249.33
	Bronze HMO							
	Employee Only	\$ 720.12	\$ 62.96	\$ 9.18	\$ 5.70	\$ 797.96	\$ 900.00	\$ -
	Employee + 1	\$ 1,440.43	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,518.27	\$ 900.00	\$ 618.27
Employee + Family	\$ 1,872.61	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,950.45	\$ 900.00	\$ 1,050.45	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 62.96	\$ 9.18	\$ 5.70	\$ 857.86	\$ 900.00	\$ -
	Employee + 1	\$ 1,560.25	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,638.09	\$ 900.00	\$ 738.09
	Employee + Family	\$ 2,028.36	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,106.20	\$ 900.00	\$ 1,206.20
	Gold HMO							
	Employee Only	\$ 734.63	\$ 62.96	\$ 9.18	\$ 5.70	\$ 812.47	\$ 900.00	\$ -
	Employee + 1	\$ 1,469.48	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,547.32	\$ 900.00	\$ 647.32
	Employee + Family	\$ 1,910.36	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,988.20	\$ 900.00	\$ 1,088.20
	Silver HMO							
	Employee Only	\$ 677.09	\$ 62.96	\$ 9.18	\$ 5.70	\$ 754.93	\$ 900.00	\$ -
	Employee + 1	\$ 1,354.38	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,432.22	\$ 900.00	\$ 532.22
	Employee + Family	\$ 1,760.74	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,838.58	\$ 900.00	\$ 938.58
	Bronze HMO							
	Employee Only	\$ 612.07	\$ 62.96	\$ 9.18	\$ 5.70	\$ 689.91	\$ 900.00	\$ -
	Employee + 1	\$ 1,224.35	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,302.19	\$ 900.00	\$ 402.19
Employee + Family	\$ 1,591.68	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,669.52	\$ 900.00	\$ 769.52	



# EMPLOYEE TENTHLY BENEFIT COST CERTIFICATED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthy Medical Premium	Tenthy Dental Premium	Tenthy Vision Premium	Tenthy Life Premium	Total Tenthy Benefit Cost	Tenthy District Contribution	Employee Tenthy Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,409.71	\$ 900.00	\$ 509.71
	Employee + 1	\$ 2,663.96	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,741.80	\$ 900.00	\$ 1,841.80
	Employee + Family	\$ 3,463.20	\$ 62.96	\$ 9.18	\$ 5.70	\$ 3,541.04	\$ 900.00	\$ 2,641.04
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,248.16	\$ 900.00	\$ 348.16
	Employee + 1	\$ 2,340.84	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,418.68	\$ 900.00	\$ 1,518.68
	Employee + Family	\$ 3,043.14	\$ 62.96	\$ 9.18	\$ 5.70	\$ 3,120.98	\$ 900.00	\$ 2,220.98
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,080.99	\$ 900.00	\$ 180.99
	Employee + 1	\$ 2,006.51	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,084.35	\$ 900.00	\$ 1,184.35
	Employee + Family	\$ 2,608.50	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,686.34	\$ 900.00	\$ 1,786.34
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,010.00	\$ 900.00	\$ 110.00
	Employee + 1	\$ 1,864.54	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,942.38	\$ 900.00	\$ 1,042.38
Employee + Family	\$ 2,423.95	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,501.79	\$ 900.00	\$ 1,601.79	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,329.79	\$ 900.00	\$ 429.79
	Employee + 1	\$ 2,504.12	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,581.96	\$ 900.00	\$ 1,681.96
	Employee + Family	\$ 3,255.38	\$ 62.96	\$ 9.18	\$ 5.70	\$ 3,333.22	\$ 900.00	\$ 2,433.22
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,177.93	\$ 900.00	\$ 277.93
	Employee + 1	\$ 2,200.37	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,278.21	\$ 900.00	\$ 1,378.21
	Employee + Family	\$ 2,860.52	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,938.36	\$ 900.00	\$ 2,038.36
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,020.78	\$ 900.00	\$ 120.78
	Employee + 1	\$ 1,886.11	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,963.95	\$ 900.00	\$ 1,063.95
	Employee + Family	\$ 2,452.00	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,529.84	\$ 900.00	\$ 1,629.84
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 62.96	\$ 9.18	\$ 5.70	\$ 954.07	\$ 900.00	\$ 54.07
	Employee + 1	\$ 1,752.66	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,830.50	\$ 900.00	\$ 930.50
Employee + Family	\$ 2,278.50	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,356.34	\$ 900.00	\$ 1,456.34	

# EMPLOYEE TENTHLY BENEFIT COST CERTIFICATED

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 62.96	\$ 9.18	\$ 5.70	\$ 848.36	\$ 900.00	\$ -
	Employee + 1	\$ 1,522.50	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,600.34	\$ 900.00	\$ 700.34
	Employee + Family	\$ 1,973.70	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,051.54	\$ 900.00	\$ 1,151.54
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 62.96	\$ 9.18	\$ 5.70	\$ 833.70	\$ 900.00	\$ -
	Employee + 1	\$ 1,493.20	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,571.04	\$ 900.00	\$ 671.04
	Employee + Family	\$ 1,935.58	\$ 62.96	\$ 9.18	\$ 5.70	\$ 2,013.42	\$ 900.00	\$ 1,113.42
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 62.96	\$ 9.18	\$ 5.70	\$ 822.88	\$ 900.00	\$ -
	Employee + 1	\$ 1,471.57	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,549.41	\$ 900.00	\$ 649.41
	Employee + Family	\$ 1,907.47	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,985.31	\$ 900.00	\$ 1,085.31
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 62.96	\$ 9.18	\$ 5.70	\$ 706.02	\$ 900.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,315.65	\$ 900.00	\$ 415.65
	Employee + Family	\$ 1,603.61	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,681.45	\$ 900.00	\$ 781.45
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 62.96	\$ 9.18	\$ 5.70	\$ 586.50	\$ 900.00	\$ -
	Employee + 1	\$ 998.77	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,076.61	\$ 900.00	\$ 176.61
	Employee + Family	\$ 1,292.84	\$ 62.96	\$ 9.18	\$ 5.70	\$ 1,370.68	\$ 900.00	\$ 470.68
Medical Waivers w/DeltaCare USA	\$ -	\$ 62.96	\$ 9.18	\$ 5.70	\$ 77.84	\$ 77.84	\$ -	
<b>No Additional Cost for Dependent Coverage on the DeltaCare USA PMI/DHMO Dental Policy</b>								
<b>Employee Cash Back Stipends</b>							<b>Tenthly Payroll Credit</b>	
Medical Waivers							\$ 90.00	
Dependent Waivers (Payable to Certificated staff who enroll in Employee ONLY coverage in the Kaiser HMO or Kaiser HDHP plans)							up to \$48.00	
Staff with out-of pocket expenses for their elected Medical and/or Dental coverage will only have those deductions taken from their pay in the months of September through June. No Medical or Dental deductions will process in the months of July and August each year.								

# EMPLOYEE TENTHLY BENEFIT COST CONFIDENTIAL / MANAGEMENT

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 983.42	\$ 720.00	\$ 263.42
	Employee + 1	\$ 1,835.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,901.35	\$ 720.00	\$ 1,181.35
	Employee + Family	\$ 2,386.34	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,452.06	\$ 720.00	\$ 1,732.06
	Gold HMO							
	Employee Only	\$ 864.31	\$ 53.83	\$ 6.19	\$ 5.70	\$ 930.03	\$ 720.00	\$ 210.03
	Employee + 1	\$ 1,728.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,794.56	\$ 720.00	\$ 1,074.56
	Employee + Family	\$ 2,247.53	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,313.25	\$ 720.00	\$ 1,593.25
	Silver HMO							
	Employee Only	\$ 796.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 862.33	\$ 720.00	\$ 142.33
	Employee + 1	\$ 1,593.44	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,659.16	\$ 720.00	\$ 939.16
	Employee + Family	\$ 2,071.49	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,137.21	\$ 720.00	\$ 1,417.21
	Bronze HMO							
	Employee Only	\$ 720.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 785.84	\$ 720.00	\$ 65.84
	Employee + 1	\$ 1,440.43	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,506.15	\$ 720.00	\$ 786.15
Employee + Family	\$ 1,872.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,938.33	\$ 720.00	\$ 1,218.33	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 53.83	\$ 6.19	\$ 5.70	\$ 845.74	\$ 720.00	\$ 125.74
	Employee + 1	\$ 1,560.25	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,625.97	\$ 720.00	\$ 905.97
	Employee + Family	\$ 2,028.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,094.08	\$ 720.00	\$ 1,374.08
	Gold HMO							
	Employee Only	\$ 734.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 800.35	\$ 720.00	\$ 80.35
	Employee + 1	\$ 1,469.48	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,535.20	\$ 720.00	\$ 815.20
	Employee + Family	\$ 1,910.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,976.08	\$ 720.00	\$ 1,256.08
	Silver HMO							
	Employee Only	\$ 677.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 742.81	\$ 720.00	\$ 22.81
	Employee + 1	\$ 1,354.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,420.10	\$ 720.00	\$ 700.10
	Employee + Family	\$ 1,760.74	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,826.46	\$ 720.00	\$ 1,106.46
	Bronze HMO							
	Employee Only	\$ 612.07	\$ 53.83	\$ 6.19	\$ 5.70	\$ 677.79	\$ 720.00	\$ (42.21)
	Employee + 1	\$ 1,224.35	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,290.07	\$ 720.00	\$ 570.07
Employee + Family	\$ 1,591.68	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,657.40	\$ 720.00	\$ 937.40	



# EMPLOYEE TENTHLY BENEFIT COST

## CONFIDENTIAL / MANAGEMENT

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,397.59	\$ 720.00	\$ 677.59
	Employee + 1	\$ 2,663.96	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,729.68	\$ 720.00	\$ 2,009.68
	Employee + Family	\$ 3,463.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,528.92	\$ 720.00	\$ 2,808.92
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,236.04	\$ 720.00	\$ 516.04
	Employee + 1	\$ 2,340.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,406.56	\$ 720.00	\$ 1,686.56
	Employee + Family	\$ 3,043.14	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,108.86	\$ 720.00	\$ 2,388.86
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,068.87	\$ 720.00	\$ 348.87
	Employee + 1	\$ 2,006.51	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,072.23	\$ 720.00	\$ 1,352.23
	Employee + Family	\$ 2,608.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,674.22	\$ 720.00	\$ 1,954.22
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 53.83	\$ 6.19	\$ 5.70	\$ 997.88	\$ 720.00	\$ 277.88
	Employee + 1	\$ 1,864.54	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,930.26	\$ 720.00	\$ 1,210.26
Employee + Family	\$ 2,423.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,489.67	\$ 720.00	\$ 1,769.67	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,317.67	\$ 720.00	\$ 597.67
	Employee + 1	\$ 2,504.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,569.84	\$ 720.00	\$ 1,849.84
	Employee + Family	\$ 3,255.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,321.10	\$ 720.00	\$ 2,601.10
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,165.81	\$ 720.00	\$ 445.81
	Employee + 1	\$ 2,200.37	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,266.09	\$ 720.00	\$ 1,546.09
	Employee + Family	\$ 2,860.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,926.24	\$ 720.00	\$ 2,206.24
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,008.66	\$ 720.00	\$ 288.66
	Employee + 1	\$ 1,886.11	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,951.83	\$ 720.00	\$ 1,231.83
	Employee + Family	\$ 2,452.00	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,517.72	\$ 720.00	\$ 1,797.72
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 53.83	\$ 6.19	\$ 5.70	\$ 941.95	\$ 720.00	\$ 221.95
	Employee + 1	\$ 1,752.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,818.38	\$ 720.00	\$ 1,098.38
Employee + Family	\$ 2,278.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,344.22	\$ 720.00	\$ 1,624.22	

# EMPLOYEE TENTHLY BENEFIT COST CONFIDENTIAL / MANAGEMENT

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	Platinum HMO							
	Employee Only	\$ 770.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 836.24	\$ 720.00	\$ 116.24
	Employee + 1	\$ 1,522.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,588.22	\$ 720.00	\$ 868.22
	Employee + Family	\$ 1,973.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,039.42	\$ 720.00	\$ 1,319.42
	Gold HMO							
	Employee Only	\$ 755.86	\$ 53.83	\$ 6.19	\$ 5.70	\$ 821.58	\$ 720.00	\$ 101.58
	Employee + 1	\$ 1,493.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,558.92	\$ 720.00	\$ 838.92
	Employee + Family	\$ 1,935.58	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,001.30	\$ 720.00	\$ 1,281.30
	Silver HMO							
	Employee Only	\$ 745.04	\$ 53.83	\$ 6.19	\$ 5.70	\$ 810.76	\$ 720.00	\$ 90.76
	Employee + 1	\$ 1,471.57	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,537.29	\$ 720.00	\$ 817.29
	Employee + Family	\$ 1,907.47	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,973.19	\$ 720.00	\$ 1,253.19
	Bronze HMO							
	Employee Only	\$ 628.18	\$ 53.83	\$ 6.19	\$ 5.70	\$ 693.90	\$ 720.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,303.53	\$ 720.00	\$ 583.53
	Employee + Family	\$ 1,603.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,669.33	\$ 720.00	\$ 949.33
	Bronze HMO 2 w/ H S A							
Employee Only	\$ 508.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 574.38	\$ 720.00	\$ -	
Employee + 1	\$ 998.77	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,064.49	\$ 720.00	\$ 344.49	
Employee + Family	\$ 1,292.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,358.56	\$ 720.00	\$ 638.56	
Medical Waivers w/Delta PPO	\$ -	\$ 53.83	\$ 6.19	\$ 5.70	\$ 65.72	\$ 65.72	\$ -	
<b>Additional Cost for Dependent Coverage on the Delta Dental PPO Policy</b>								
Employee +1						Dependent Tenthly Cost =	\$	48.97
Employee + Family						Dependent Tenthly Cost =	\$	97.93

# EMPLOYEE TENTHLY BENEFIT COST CONFIDENTIAL / MANAGEMENT

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 992.55	\$ 720.00	\$ 272.55
	Employee + 1	\$ 1,835.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,910.48	\$ 720.00	\$ 1,190.48
	Employee + Family	\$ 2,386.34	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,461.19	\$ 720.00	\$ 1,741.19
	Gold HMO							
	Employee Only	\$ 864.31	\$ 62.96	\$ 6.19	\$ 5.70	\$ 939.16	\$ 720.00	\$ 219.16
	Employee + 1	\$ 1,728.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,803.69	\$ 720.00	\$ 1,083.69
	Employee + Family	\$ 2,247.53	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,322.38	\$ 720.00	\$ 1,602.38
	Silver HMO							
	Employee Only	\$ 796.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 871.46	\$ 720.00	\$ 151.46
	Employee + 1	\$ 1,593.44	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,668.29	\$ 720.00	\$ 948.29
	Employee + Family	\$ 2,071.49	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,146.34	\$ 720.00	\$ 1,426.34
Bronze HMO								
Employee Only	\$ 720.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 794.97	\$ 720.00	\$ 74.97	
Employee + 1	\$ 1,440.43	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,515.28	\$ 720.00	\$ 795.28	
Employee + Family	\$ 1,872.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,947.46	\$ 720.00	\$ 1,227.46	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 62.96	\$ 6.19	\$ 5.70	\$ 854.87	\$ 720.00	\$ 134.87
	Employee + 1	\$ 1,560.25	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,635.10	\$ 720.00	\$ 915.10
	Employee + Family	\$ 2,028.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,103.21	\$ 720.00	\$ 1,383.21
	Gold HMO							
	Employee Only	\$ 734.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 809.48	\$ 720.00	\$ 89.48
	Employee + 1	\$ 1,469.48	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,544.33	\$ 720.00	\$ 824.33
	Employee + Family	\$ 1,910.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,985.21	\$ 720.00	\$ 1,265.21
	Silver HMO							
	Employee Only	\$ 677.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 751.94	\$ 720.00	\$ 31.94
	Employee + 1	\$ 1,354.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,429.23	\$ 720.00	\$ 709.23
	Employee + Family	\$ 1,760.74	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,835.59	\$ 720.00	\$ 1,115.59
Bronze HMO								
Employee Only	\$ 612.07	\$ 62.96	\$ 6.19	\$ 5.70	\$ 686.92	\$ 720.00	\$ (33.08)	
Employee + 1	\$ 1,224.35	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,299.20	\$ 720.00	\$ 579.20	
Employee + Family	\$ 1,591.68	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,666.53	\$ 720.00	\$ 946.53	

# EMPLOYEE TENTHLY BENEFIT COST CONFIDENTIAL / MANAGEMENT

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,406.72	\$ 720.00	\$ 686.72
	Employee + 1	\$ 2,663.96	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,738.81	\$ 720.00	\$ 2,018.81
	Employee + Family	\$ 3,463.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,538.05	\$ 720.00	\$ 2,818.05
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,245.17	\$ 720.00	\$ 525.17
	Employee + 1	\$ 2,340.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,415.69	\$ 720.00	\$ 1,695.69
	Employee + Family	\$ 3,043.14	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,117.99	\$ 720.00	\$ 2,397.99
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,078.00	\$ 720.00	\$ 358.00
	Employee + 1	\$ 2,006.51	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,081.36	\$ 720.00	\$ 1,361.36
	Employee + Family	\$ 2,608.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,683.35	\$ 720.00	\$ 1,963.35
	Bronze PPO w/ H S A							
Employee Only	\$ 932.16	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,007.01	\$ 720.00	\$ 287.01	
Employee + 1	\$ 1,864.54	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,939.39	\$ 720.00	\$ 1,219.39	
Employee + Family	\$ 2,423.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,498.80	\$ 720.00	\$ 1,778.80	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,326.80	\$ 720.00	\$ 606.80
	Employee + 1	\$ 2,504.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,578.97	\$ 720.00	\$ 1,858.97
	Employee + Family	\$ 3,255.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,330.23	\$ 720.00	\$ 2,610.23
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,174.94	\$ 720.00	\$ 454.94
	Employee + 1	\$ 2,200.37	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,275.22	\$ 720.00	\$ 1,555.22
	Employee + Family	\$ 2,860.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,935.37	\$ 720.00	\$ 2,215.37
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,017.79	\$ 720.00	\$ 297.79
	Employee + 1	\$ 1,886.11	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,960.96	\$ 720.00	\$ 1,240.96
	Employee + Family	\$ 2,452.00	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,526.85	\$ 720.00	\$ 1,806.85
	Bronze PPO w/ H S A							
Employee Only	\$ 876.23	\$ 62.96	\$ 6.19	\$ 5.70	\$ 951.08	\$ 720.00	\$ 231.08	
Employee + 1	\$ 1,752.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,827.51	\$ 720.00	\$ 1,107.51	
Employee + Family	\$ 2,278.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,353.35	\$ 720.00	\$ 1,633.35	

# EMPLOYEE TENTHLY BENEFIT COST CONFIDENTIAL / MANAGEMENT

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 845.37	\$ 720.00	\$ 125.37
	Employee + 1	\$ 1,522.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,597.35	\$ 720.00	\$ 877.35
	Employee + Family	\$ 1,973.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,048.55	\$ 720.00	\$ 1,328.55
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 62.96	\$ 6.19	\$ 5.70	\$ 830.71	\$ 720.00	\$ 110.71
	Employee + 1	\$ 1,493.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,568.05	\$ 720.00	\$ 848.05
	Employee + Family	\$ 1,935.58	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,010.43	\$ 720.00	\$ 1,290.43
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 62.96	\$ 6.19	\$ 5.70	\$ 819.89	\$ 720.00	\$ 99.89
	Employee + 1	\$ 1,471.57	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,546.42	\$ 720.00	\$ 826.42
	Employee + Family	\$ 1,907.47	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,982.32	\$ 720.00	\$ 1,262.32
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 62.96	\$ 6.19	\$ 5.70	\$ 703.03	\$ 720.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,312.66	\$ 720.00	\$ 592.66
	Employee + Family	\$ 1,603.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,678.46	\$ 720.00	\$ 958.46
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 583.51	\$ 720.00	\$ -
	Employee + 1	\$ 998.77	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,073.62	\$ 720.00	\$ 353.62
	Employee + Family	\$ 1,292.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,367.69	\$ 720.00	\$ 647.69
	Medical Waivers w/DeltaCare USA	\$ -	\$ 62.96	\$ 6.19	\$ 5.70	\$ 74.85	\$ 74.85	\$ -
<b>No Additional Cost for Dependent Coverage on the DeltaCare USA PMI/DHMO Dental Policy</b>								
<b>Employee Cash Back Stipends</b>								<b>Tenthly Payroll Credit</b>
Medical Waivers								\$ 90.00
Dependent Waivers (The remaining balance of District contribution will be returned by Management staff)								\$ -
Staff with out-of-pocket expenses for their elected Medical and/or Dental coverage will only have those deductions taken from their pay in the months of September through June. No Medical or Dental deductions will process in the months of July and August each year.								



# EMPLOYEE TENTHLY BENEFIT COST BOARD MEMBERS

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access+ Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 983.42	\$ 720.00	\$ 263.42
	Employee + 1	\$ 1,835.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,901.35	\$ 720.00	\$ 1,181.35
	Employee + Family	\$ 2,386.34	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,452.06	\$ 720.00	\$ 1,732.06
	Gold HMO							
	Employee Only	\$ 864.31	\$ 53.83	\$ 6.19	\$ 5.70	\$ 930.03	\$ 720.00	\$ 210.03
	Employee + 1	\$ 1,728.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,794.56	\$ 720.00	\$ 1,074.56
	Employee + Family	\$ 2,247.53	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,313.25	\$ 720.00	\$ 1,593.25
	Silver HMO							
	Employee Only	\$ 796.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 862.33	\$ 720.00	\$ 142.33
	Employee + 1	\$ 1,593.44	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,659.16	\$ 720.00	\$ 939.16
	Employee + Family	\$ 2,071.49	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,137.21	\$ 720.00	\$ 1,417.21
Bronze HMO								
Employee Only	\$ 720.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 785.84	\$ 720.00	\$ 65.84	
Employee + 1	\$ 1,440.43	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,506.15	\$ 720.00	\$ 786.15	
Employee + Family	\$ 1,872.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,938.33	\$ 720.00	\$ 1,218.33	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 53.83	\$ 6.19	\$ 5.70	\$ 845.74	\$ 720.00	\$ 125.74
	Employee + 1	\$ 1,560.25	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,625.97	\$ 720.00	\$ 905.97
	Employee + Family	\$ 2,028.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,094.08	\$ 720.00	\$ 1,374.08
	Gold HMO							
	Employee Only	\$ 734.63	\$ 53.83	\$ 6.19	\$ 5.70	\$ 800.35	\$ 720.00	\$ 80.35
	Employee + 1	\$ 1,469.48	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,535.20	\$ 720.00	\$ 815.20
	Employee + Family	\$ 1,910.36	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,976.08	\$ 720.00	\$ 1,256.08
	Silver HMO							
	Employee Only	\$ 677.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 742.81	\$ 720.00	\$ 22.81
	Employee + 1	\$ 1,354.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,420.10	\$ 720.00	\$ 700.10
	Employee + Family	\$ 1,760.74	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,826.46	\$ 720.00	\$ 1,106.46
Bronze HMO								
Employee Only	\$ 612.07	\$ 53.83	\$ 6.19	\$ 5.70	\$ 677.79	\$ 720.00	\$ -	
Employee + 1	\$ 1,224.35	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,290.07	\$ 720.00	\$ 570.07	
Employee + Family	\$ 1,591.68	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,657.40	\$ 720.00	\$ 937.40	

# EMPLOYEE TENTHLY BENEFIT COST BOARD MEMBERS

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,397.59	\$ 720.00	\$ 677.59
	Employee + 1	\$ 2,663.96	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,729.68	\$ 720.00	\$ 2,009.68
	Employee + Family	\$ 3,463.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,528.92	\$ 720.00	\$ 2,808.92
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,236.04	\$ 720.00	\$ 516.04
	Employee + 1	\$ 2,340.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,406.56	\$ 720.00	\$ 1,686.56
	Employee + Family	\$ 3,043.14	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,108.86	\$ 720.00	\$ 2,388.86
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,068.87	\$ 720.00	\$ 348.87
	Employee + 1	\$ 2,006.51	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,072.23	\$ 720.00	\$ 1,352.23
	Employee + Family	\$ 2,608.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,674.22	\$ 720.00	\$ 1,954.22
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 53.83	\$ 6.19	\$ 5.70	\$ 997.88	\$ 720.00	\$ 277.88
	Employee + 1	\$ 1,864.54	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,930.26	\$ 720.00	\$ 1,210.26
Employee + Family	\$ 2,423.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,489.67	\$ 720.00	\$ 1,769.67	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,317.67	\$ 720.00	\$ 597.67
	Employee + 1	\$ 2,504.12	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,569.84	\$ 720.00	\$ 1,849.84
	Employee + Family	\$ 3,255.38	\$ 53.83	\$ 6.19	\$ 5.70	\$ 3,321.10	\$ 720.00	\$ 2,601.10
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,165.81	\$ 720.00	\$ 445.81
	Employee + 1	\$ 2,200.37	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,266.09	\$ 720.00	\$ 1,546.09
	Employee + Family	\$ 2,860.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,926.24	\$ 720.00	\$ 2,206.24
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,008.66	\$ 720.00	\$ 288.66
	Employee + 1	\$ 1,886.11	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,951.83	\$ 720.00	\$ 1,231.83
	Employee + Family	\$ 2,452.00	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,517.72	\$ 720.00	\$ 1,797.72
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 53.83	\$ 6.19	\$ 5.70	\$ 941.95	\$ 720.00	\$ 221.95
	Employee + 1	\$ 1,752.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,818.38	\$ 720.00	\$ 1,098.38
Employee + Family	\$ 2,278.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,344.22	\$ 720.00	\$ 1,624.22	

# EMPLOYEE TENTHLY BENEFIT COST BOARD MEMBERS

Cost of Benefits with Delta Dental PPO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 53.83	\$ 6.19	\$ 5.70	\$ 836.24	\$ 720.00	\$ 116.24
	Employee + 1	\$ 1,522.50	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,588.22	\$ 720.00	\$ 868.22
	Employee + Family	\$ 1,973.70	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,039.42	\$ 720.00	\$ 1,319.42
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 53.83	\$ 6.19	\$ 5.70	\$ 821.58	\$ 720.00	\$ 101.58
	Employee + 1	\$ 1,493.20	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,558.92	\$ 720.00	\$ 838.92
	Employee + Family	\$ 1,935.58	\$ 53.83	\$ 6.19	\$ 5.70	\$ 2,001.30	\$ 720.00	\$ 1,281.30
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 53.83	\$ 6.19	\$ 5.70	\$ 810.76	\$ 720.00	\$ 90.76
	Employee + 1	\$ 1,471.57	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,537.29	\$ 720.00	\$ 817.29
	Employee + Family	\$ 1,907.47	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,973.19	\$ 720.00	\$ 1,253.19
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 53.83	\$ 6.19	\$ 5.70	\$ 693.90	\$ 720.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,303.53	\$ 720.00	\$ 583.53
	Employee + Family	\$ 1,603.61	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,669.33	\$ 720.00	\$ 949.33
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 53.83	\$ 6.19	\$ 5.70	\$ 574.38	\$ 720.00	\$ -
	Employee + 1	\$ 998.77	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,064.49	\$ 720.00	\$ 344.49
	Employee + Family	\$ 1,292.84	\$ 53.83	\$ 6.19	\$ 5.70	\$ 1,358.56	\$ 720.00	\$ 638.56
Medical Waivers w/Delta PPO	\$ -	\$ 53.83	\$ 6.19	\$ 5.70	\$ 65.72	\$ 65.72	\$ -	
<b>Additional Cost for Dependent Coverage on the Delta Dental PPO Policy</b>								
Employee +1					Dependent Tenthly Cost =	\$		48.97
Employee + Family					Dependent Tenthly Cost =	\$		97.93



# EMPLOYEE TENTHLY BENEFIT COST BOARD MEMBERS

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Blue Shield Access + Network	Platinum HMO							
	Employee Only	\$ 917.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 992.55	\$ 720.00	\$ 272.55
	Employee + 1	\$ 1,835.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,910.48	\$ 720.00	\$ 1,190.48
	Employee + Family	\$ 2,386.34	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,461.19	\$ 720.00	\$ 1,741.19
	Gold HMO							
	Employee Only	\$ 864.31	\$ 62.96	\$ 6.19	\$ 5.70	\$ 939.16	\$ 720.00	\$ 219.16
	Employee + 1	\$ 1,728.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,803.69	\$ 720.00	\$ 1,083.69
	Employee + Family	\$ 2,247.53	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,322.38	\$ 720.00	\$ 1,602.38
	Silver HMO							
	Employee Only	\$ 796.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 871.46	\$ 720.00	\$ 151.46
	Employee + 1	\$ 1,593.44	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,668.29	\$ 720.00	\$ 948.29
	Employee + Family	\$ 2,071.49	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,146.34	\$ 720.00	\$ 1,426.34
Bronze HMO								
Employee Only	\$ 720.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 794.97	\$ 720.00	\$ 74.97	
Employee + 1	\$ 1,440.43	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,515.28	\$ 720.00	\$ 795.28	
Employee + Family	\$ 1,872.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,947.46	\$ 720.00	\$ 1,227.46	
HMO - Blue Shield Trio Network	Platinum HMO							
	Employee Only	\$ 780.02	\$ 62.96	\$ 6.19	\$ 5.70	\$ 854.87	\$ 720.00	\$ 134.87
	Employee + 1	\$ 1,560.25	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,635.10	\$ 720.00	\$ 915.10
	Employee + Family	\$ 2,028.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,103.21	\$ 720.00	\$ 1,383.21
	Gold HMO							
	Employee Only	\$ 734.63	\$ 62.96	\$ 6.19	\$ 5.70	\$ 809.48	\$ 720.00	\$ 89.48
	Employee + 1	\$ 1,469.48	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,544.33	\$ 720.00	\$ 824.33
	Employee + Family	\$ 1,910.36	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,985.21	\$ 720.00	\$ 1,265.21
	Silver HMO							
	Employee Only	\$ 677.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 751.94	\$ 720.00	\$ 31.94
	Employee + 1	\$ 1,354.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,429.23	\$ 720.00	\$ 709.23
	Employee + Family	\$ 1,760.74	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,835.59	\$ 720.00	\$ 1,115.59
Bronze HMO								
Employee Only	\$ 612.07	\$ 62.96	\$ 6.19	\$ 5.70	\$ 686.92	\$ 720.00	\$ -	
Employee + 1	\$ 1,224.35	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,299.20	\$ 720.00	\$ 579.20	
Employee + Family	\$ 1,591.68	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,666.53	\$ 720.00	\$ 946.53	

# EMPLOYEE TENTHLY BENEFIT COST BOARD MEMBERS

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
PPO - Blue Shield Full Network	Gold PPO							
	Employee Only	\$ 1,331.87	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,406.72	\$ 720.00	\$ 686.72
	Employee + 1	\$ 2,663.96	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,738.81	\$ 720.00	\$ 2,018.81
	Employee + Family	\$ 3,463.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,538.05	\$ 720.00	\$ 2,818.05
	Silver PPO							
	Employee Only	\$ 1,170.32	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,245.17	\$ 720.00	\$ 525.17
	Employee + 1	\$ 2,340.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,415.69	\$ 720.00	\$ 1,695.69
	Employee + Family	\$ 3,043.14	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,117.99	\$ 720.00	\$ 2,397.99
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 1,003.15	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,078.00	\$ 720.00	\$ 358.00
	Employee + 1	\$ 2,006.51	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,081.36	\$ 720.00	\$ 1,361.36
	Employee + Family	\$ 2,608.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,683.35	\$ 720.00	\$ 1,963.35
	Bronze PPO w/ H S A							
	Employee Only	\$ 932.16	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,007.01	\$ 720.00	\$ 287.01
Employee + 1	\$ 1,864.54	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,939.39	\$ 720.00	\$ 1,219.39	
Employee + Family	\$ 2,423.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,498.80	\$ 720.00	\$ 1,778.80	
PPO - Blue Shield Tandem Network	Gold PPO							
	Employee Only	\$ 1,251.95	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,326.80	\$ 720.00	\$ 606.80
	Employee + 1	\$ 2,504.12	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,578.97	\$ 720.00	\$ 1,858.97
	Employee + Family	\$ 3,255.38	\$ 62.96	\$ 6.19	\$ 5.70	\$ 3,330.23	\$ 720.00	\$ 2,610.23
	Silver PPO							
	Employee Only	\$ 1,100.09	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,174.94	\$ 720.00	\$ 454.94
	Employee + 1	\$ 2,200.37	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,275.22	\$ 720.00	\$ 1,555.22
	Employee + Family	\$ 2,860.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,935.37	\$ 720.00	\$ 2,215.37
	Silver Alternate PPO w/ H S A							
	Employee Only	\$ 942.94	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,017.79	\$ 720.00	\$ 297.79
	Employee + 1	\$ 1,886.11	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,960.96	\$ 720.00	\$ 1,240.96
	Employee + Family	\$ 2,452.00	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,526.85	\$ 720.00	\$ 1,806.85
	Bronze PPO w/ H S A							
	Employee Only	\$ 876.23	\$ 62.96	\$ 6.19	\$ 5.70	\$ 951.08	\$ 720.00	\$ 231.08
Employee + 1	\$ 1,752.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,827.51	\$ 720.00	\$ 1,107.51	
Employee + Family	\$ 2,278.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,353.35	\$ 720.00	\$ 1,633.35	

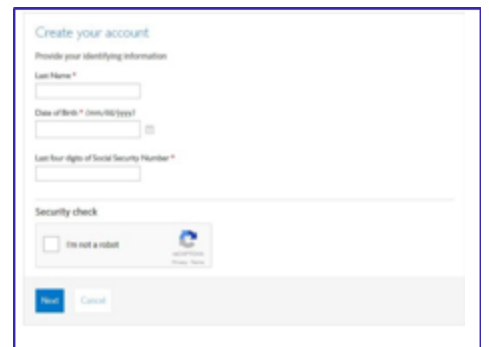
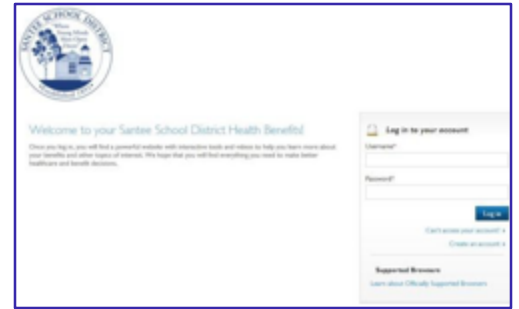
# EMPLOYEE TENTHLY BENEFIT COST BOARD MEMBERS

Cost of Benefits with DeltaCare USA PMI/DHMO		Tenthly Medical Premium	Tenthly Dental Premium	Tenthly Vision Premium	Tenthly Life Premium	Total Tenthly Benefit Cost	Tenthly District Contribution	Employee Tenthly Payroll Deduction
HMO - Kaiser Network	<b>Platinum HMO</b>							
	Employee Only	\$ 770.52	\$ 62.96	\$ 6.19	\$ 5.70	\$ 845.37	\$ 720.00	\$ 125.37
	Employee + 1	\$ 1,522.50	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,597.35	\$ 720.00	\$ 877.35
	Employee + Family	\$ 1,973.70	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,048.55	\$ 720.00	\$ 1,328.55
	<b>Gold HMO</b>							
	Employee Only	\$ 755.86	\$ 62.96	\$ 6.19	\$ 5.70	\$ 830.71	\$ 720.00	\$ 110.71
	Employee + 1	\$ 1,493.20	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,568.05	\$ 720.00	\$ 848.05
	Employee + Family	\$ 1,935.58	\$ 62.96	\$ 6.19	\$ 5.70	\$ 2,010.43	\$ 720.00	\$ 1,290.43
	<b>Silver HMO</b>							
	Employee Only	\$ 745.04	\$ 62.96	\$ 6.19	\$ 5.70	\$ 819.89	\$ 720.00	\$ 99.89
	Employee + 1	\$ 1,471.57	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,546.42	\$ 720.00	\$ 826.42
	Employee + Family	\$ 1,907.47	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,982.32	\$ 720.00	\$ 1,262.32
	<b>Bronze HMO</b>							
	Employee Only	\$ 628.18	\$ 62.96	\$ 6.19	\$ 5.70	\$ 703.03	\$ 720.00	\$ -
	Employee + 1	\$ 1,237.81	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,312.66	\$ 720.00	\$ 592.66
	Employee + Family	\$ 1,603.61	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,678.46	\$ 720.00	\$ 958.46
	<b>Bronze HMO 2 w/ H S A</b>							
	Employee Only	\$ 508.66	\$ 62.96	\$ 6.19	\$ 5.70	\$ 583.51	\$ 720.00	\$ -
	Employee + 1	\$ 998.77	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,073.62	\$ 720.00	\$ 353.62
	Employee + Family	\$ 1,292.84	\$ 62.96	\$ 6.19	\$ 5.70	\$ 1,367.69	\$ 720.00	\$ 647.69
Medical Waivers w/DeltaCare USA	\$ -	\$ 62.96	\$ 6.19	\$ 5.70	\$ 74.85	\$ 74.85	\$ -	
<b>No Additional Cost for Dependent Coverage on the DeltaCare USA PMI/DHMO Dental Policy</b>								
<b>Employee Cash Back Stipends</b>								<b>Tenthly Payroll Credit</b>
Medical Waivers								\$ 90.00
Dependent Waivers (The remaining balance of District contribution will be returned by Management staff)								\$ -
Staff with out-of pocket expenses for their elected Medical and/or Dental coverage will only have those deductions taken from their pay in the months of September through June. No Medical or Dental deductions will process in the months of July and August each year.								

# BENEFITFOCUS

2022 Is an active medical enrollment year. You must log onto BenefitFocus to re-enroll in your desired medical plan or your coverage may be affected. Employees can also access their annual Compensation Statement through the BenefitFocus homepage. Please follow these steps to log onto BenefitFocus and update your plan selections:

1. First, access the portal at <https://santeesdbenefits.hrintouch.com> to create your online account.
2. Select the *Create an Account* link to begin the account creation process. Enter the following required information into the corresponding fields:
  - Last Name
  - Date of Birth
  - Last 4 digits of your SSN
3. Complete the *Security Check* and click *Next*.
4. Create your *Username* and *Password*. All required fields are indicated by an asterisk. After you enter all required information, please enter your email address and phone number (home/cell).
5. Create a *Secret Question* and *Answer*. You will be asked to provide multiple questions/answers.
6. Select *Save*.



## **NAVIGATING THE SYSTEM**

Once you log into the system, you can easily access your information from the Home page.

## **VIEWING THE HOME PAGE**

The first time you log in, you will see benefit enrollment information. You can begin enrolling in your benefits by selecting the *Get Started* button. You can also access other information, such as your Language Preferences, Dependents, and your Login information. Your access to the types of information you see on the Home page depends on preferences established for your company. You can explore the links on the Home page and make any necessary updates either before or after you enroll in your benefits.



## **GUIDING YOU THROUGH THE PROCESS**

Here are the basic steps for completing your benefit elections:

1. Navigate from page to page by selecting the *Next* or *Previous* buttons.
2. Select *Cancel* on any screen to return to the Home page.

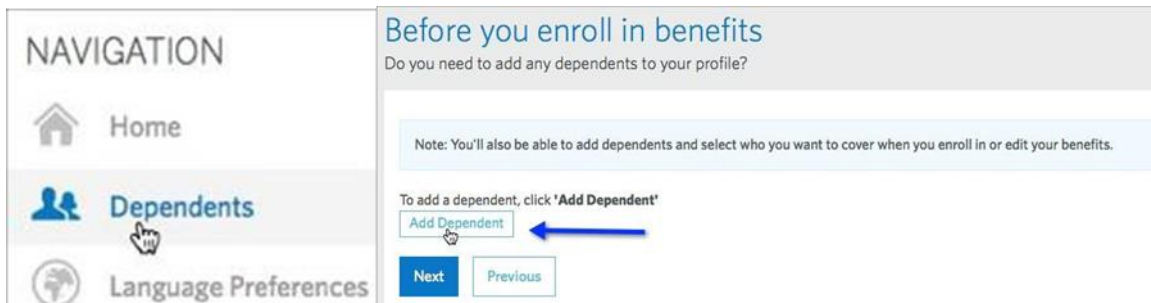
*Note: If you have not completed and saved your benefit elections, you will receive a warning message, which allows you to return to your benefit elections to complete and save them before leaving the current screen.*

3. Save your elections on each benefit *Summary* page when you have entered all required information -> Look over your information closely. If you need to change any information, select the *Edit* links next to the corresponding section. Select *Save* once you have made all necessary changes.

In order to avoid unauthorized access to your information, you must safely end a session by selecting *Log Out*. After 15 minutes, the system will generate warning messages that indicate you will be logged out of the system due to inactivity. This warning message will provide you the opportunity to *Continue* or *Logout*.

## EDITING YOUR DEPENDENTS

From the Home page, you can select the *Dependents* icon to access current dependent information or add dependents to your profile. You can also add dependents as part of the benefit enrollment flow. Select the *Add Dependent* button and after updating each required field, select *Next*.

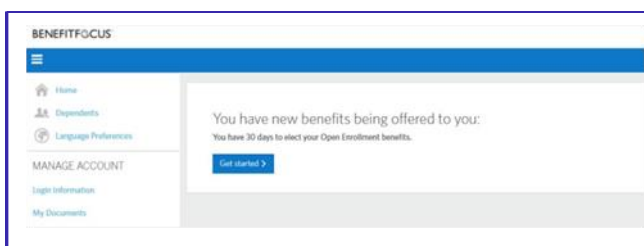


After entering dependent information, you may begin the benefit enrollment flow.

## ENROLLING IN YOUR BENEFITS

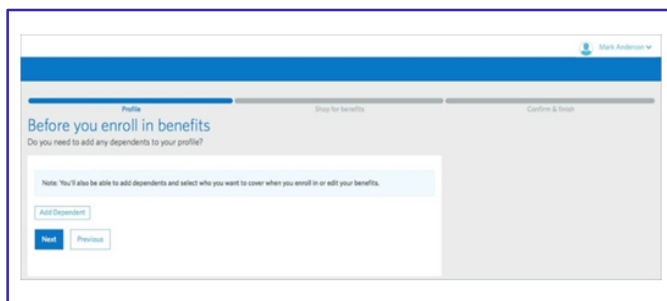
The Home page shows you the information you need to complete. Select the *Get Started* button to begin. The following are sample steps for completing a typical Medical benefit election. Note that your actual steps may vary, depending on the information required by your employer and the insurance carrier.

1. Select the *Get Started* button on the Home page.

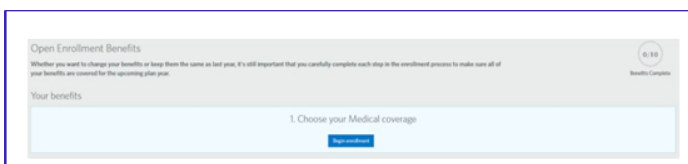


2. Choose one of the following options:

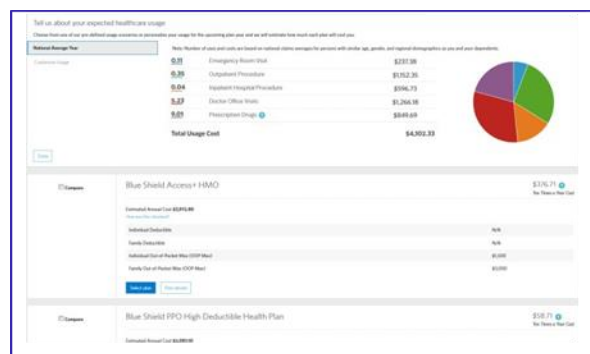
- Select the *Add Dependent* button if you need to add dependents to include in your benefit elections.
- Select *Next* to continue enrolling in benefits without adding dependents.



3. Select *Begin enrollment* to start enrollment.



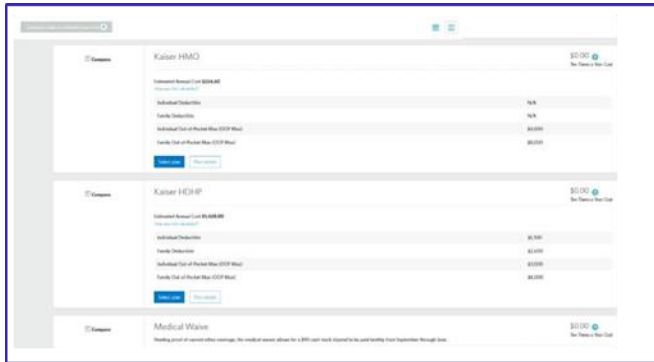
4. For each benefit type, review your benefit plan options. Please review the provided decision support tools, such as plan comparison, cost estimation, documents, videos and web links to help you choose a benefit plan:



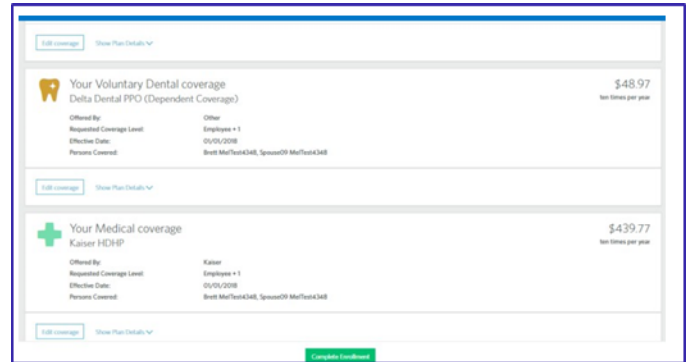


# BENEFITFOCUS

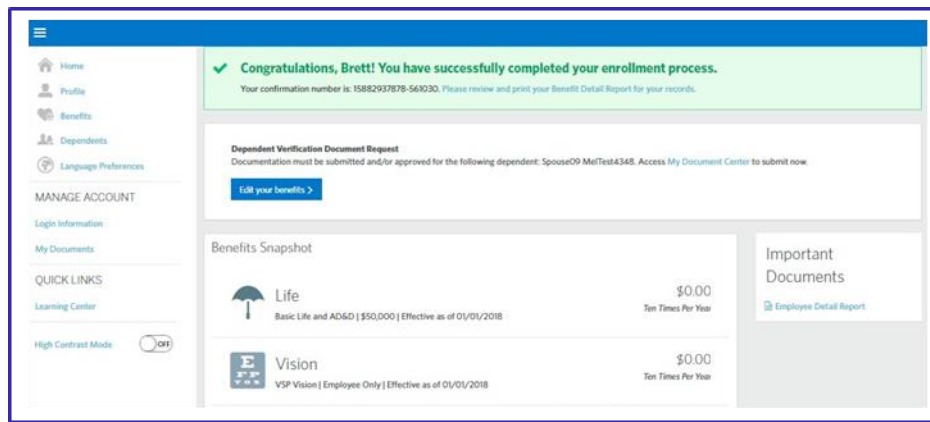
5. For each benefit type, click on the *Select Plan* button once you have decided on a benefit plan that best suits your needs.



6. Review your benefit election information. Expand any section to review more information and select the *Edit* link to make changes. Select *Complete Enrollment* once you have finished with your benefit enrollment process.



You will be returned to the Home page and receive the *Congratulations* message at the top of the screen. Please review and print your *Employee Detail Report* for your records. You may make any changes online or via the mobile app anytime during the Open Enrollment period.

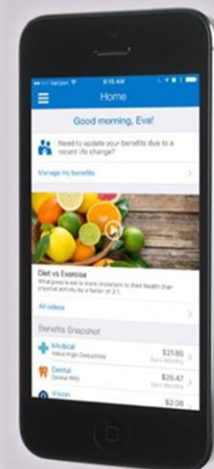


## MANAGE YOUR BENEFITS FROM YOUR PHONE WITH THE BENEFITFOCUS APP!

- Enroll in your benefits and make updates during Open Enrollment
- Make qualified life event changes to your benefits any time
- Update your personal information
- Access an extensive library of educational videos
- Log in with secure, fingerprint authentication

### DOWNLOAD THE APP TODAY!

1. Install the BenefitFocus App from Google Play or the Apple App Store
2. Enter your company ID: santeesdbenefits
3. Log into your benefits using the same username and password you use on your computer.



# HOW TO READ YOUR PEOPLESFT PAYCHECK

Here is a sample PeopleSoft paycheck stub. Descriptions of each area begin on the next page.

<b>Public School District</b> 1234 Main Street San Diego CA 92103		<b>1A</b>	Pay Group: 17M-Jammul-Dulzura Union Pay Group Pay Began Date: 11/01/2014 Pay End Date: 11/30/2014	<b>1B</b>	Business Unit: 01700 Advice #: 000000000002315 Advice Date: 11/26/2014	<b>1C</b>
<b>John Doe</b> 123 State Street San Diego CA 92103	Employee ID: 123456 Department: 999-District Wide Location: Public School District	<b>2</b>	<b>TAX DATA:</b>		Federal Married Allowances: 6 Addl. Percent: Addl. Amount:	<b>3</b>
<b>HOURS AND EARNINGS</b>			<b>TAXES</b>			
Description Regular Equ Allow Mileage Cafe Cash	Prior Period Begin Date End Date	Current Rate Hours Earnings	YTD Hours Earnings	Description Fed Withholding Fed MED/EE Fed OASDI/EE CA Withholding	Current YTD	
<b>4</b>			<b>5</b>			
<b>TOTAL:</b>			0.00 5,460.83 0.00 58,243.09	<b>TOTAL:</b>		557.67 6,555.55
<b>BEFORE-TAX DEDUCTIONS</b>			<b>AFTER-TAX DEDUCTIONS</b>		<b>EMPLOYER PAID BENEFITS</b>	
Description Medical Deductions Pre-Tax Dental Deductions Pre Tax Vision Plan Deduction Pre Tax Life Insurance Deduction 457 PERS PEPRA	Current YTD	Description Current YTD	Description Current YTD	Description Current YTD	Current YTD	
<b>6A</b>			<b>6B</b>		<b>7</b>	
<b>TOTAL:</b>			1,341.14 0.00	<b>TOTAL:</b>		0.00 0.00 *TAXABLE
<b>TOTAL GROSS</b>		<b>FED TAXABLE GROSS</b>	<b>8</b>	<b>TOTAL TAXES</b>	<b>TOTAL DEDUCTIONS</b>	<b>NET PAY</b>
Current YTD	5,460.83 58,243.09	4,119.69 47,805.29	557.67 6,555.55	1,341.14 13,877.40	1,341.14 37,810.14	3,562.02 37,810.14
<b>Absence Balances</b>			<b>NET PAY DISTRIBUTION</b>			
Vacation Balance Sick Balance Personal Necessity Balance Personal Business Balance	198.7 176.0 48.0 8.0	Advice #000000000002315 Account Type Checking		Deposit Amount 3,562.02	<b>9</b>	<b>10</b>
<b>TOTAL:</b>			<b>TOTAL:</b>		3,562.02	



# HOW TO READ YOUR PEOPLESOFT PAYCHECK

Area	Description	Fields
1	<b>Payroll Information</b> <i>Consists of payroll information.</i>	<ul style="list-style-type: none"> <li>• <b>Employer name and business address</b></li> <li>• <b>Pay Group:</b> M (Salaried Employee), P (Hourly Employee) R (Retired Employee)</li> <li>• <b>Pay Begin Date and Pay End Date:</b> The current monthly payroll cycle</li> <li>• <b>Business Unit:</b> The school district's identifier within San Diego County</li> <li>• <b>Advice Number:</b> The number assigned to the employee's pay advice, similar to a check number</li> <li>• <b>Advice Date:</b> The date the funds are available</li> </ul>
2	<b>Employee Information</b> <i>Displays employee information.</i>	<ul style="list-style-type: none"> <li>• <b>Employee Name:</b> The name of the employee</li> <li>• <b>Employee Address:</b> The address of the employee</li> <li>• <b>Employee ID:</b> The employee's issued employee identification number</li> <li>• <b>Department:</b> The employee's primary department</li> <li>• <b>Location:</b> The employee's primary location</li> </ul>
3	<b>Tax Data</b> <i>Shows what the employee has designated for federal and state taxes, which determines how much Federal and California state taxes are withheld from a paycheck.</i>	<ul style="list-style-type: none"> <li>• <b>Marital Status:</b> Marital status of the employee for tax withholding purposes</li> <li>• <b>Allowances:</b> Withholding allowances selected for Federal and State</li> <li>• <b>Addl Percent and Addl Amount:</b> Additional withholdings</li> </ul>
4	<b>Hours and Earnings</b> <i>Reports the employee's regular monthly salary and/or how many hours worked in the pay period, including overtime, holiday hours, and vacation hours.</i>	<ul style="list-style-type: none"> <li>• <b>Regular monthly base salary:</b> Includes base pay and any extra pay for bilingual stipends, master and doctoral stipends, longevity, credential stipends, etc.</li> <li>• <b>Additional Pays:</b> Allowances such as auto allowance, insurance buy-out, equipment allowance or uniform allowance, etc., are individually identified and listed separately</li> </ul>
5	<b>Taxes</b> <i>Shows how much is being withheld for taxes.</i>	<ul style="list-style-type: none"> <li>• <b>Fed Withholding:</b> Federal income tax withheld</li> <li>• <b>Fed MED/EE:</b> Employee portion of Medicare</li> <li>• <b>Fed OASDI/EE:</b> Employee's portion of Social Security</li> </ul>
6	<b>Before and After Tax Deductions</b> <i>Shows the before and after tax deductions.</i>	<ul style="list-style-type: none"> <li>• <b>Before Tax Deductions:</b> Items listed in this box are taken from the employee's gross wages before taxes, these deductions reduce the Federal taxable wages and therefore the employee's tax withholding</li> <li>• <b>After Tax Deductions:</b> Items listed in this box are deducted from the employee's gross wages and have no effect on the taxable wages</li> </ul>



# HOW TO READ YOUR PEOPLESOFT PAYCHECK

Area	Description	Fields
7	<b>Employer Paid Benefits</b> <i>Shows employer paid benefits.</i>	<ul style="list-style-type: none"><li>• If any amounts are included as taxable income they will be indicated with an asterisk.</li></ul>
8	<b>Paycheck Summary</b> <i>Displays a breakdown of current and year-to-date earnings, taxes, deductions, and net pay.</i>	<ul style="list-style-type: none"><li>• The <b>Current</b> row refers to gross pay less current deductions. The <b>YTD</b> row refers to the total gross received for the calendar year and includes the current amount.</li><li>• <b>Total Gross:</b> The gross pay received</li><li>• <b>Fed Taxable Gross:</b> Gross pay minus any pre-pay deductions</li><li>• <b>Total Taxes:</b> The total of Federal and State withholdings</li><li>• <b>Total Deductions:</b> The total of the before tax and after tax deductions</li><li>• <b>Net Pay:</b> The gross pay less deductions and tax withholdings paid to the employee</li></ul>
9	<b>Absences Balances</b> <i>Shows your absence balances for vacation, sick, personal necessity, and personal business.</i>	<ul style="list-style-type: none"><li>• Balances are displayed in hours.</li></ul>
10	<b>Net Pay Distribution</b> <i>Shows net earnings for the pay period.</i>	<ul style="list-style-type: none"><li>• If you have more than one account set up for direct deposit, each account and the amount of deposit will be shown</li></ul>



# CONTACTS

CARRIER/VENDOR	PHONE NUMBER	WEBSITE
<b>MEDICAL</b>		
Kaiser HMO (Group #104142)	Member Services: 800.464.4000 Appointment Center: 800.290.5000	<a href="http://www.kp.org">www.kp.org</a>
Kaiser HDHP/HS A (Group #104142)	Member Services: 800.390.3507 Appointment Center: 800.290.5000	<a href="http://www.kp.org">www.kp.org</a>
Blue Shield Access+ HMO (Group #W0064573)	Member Services: 855.724.7698	<a href="http://www.blueshieldca.com">www.blueshieldca.com</a>
Blue Shield Trio ACO HMO (Group #W0064573)	Member Services: 855.724.7698	<a href="http://www.blueshieldca.com">www.blueshieldca.com</a>
Blue Shield H S A/PPO (Group #W0064573)	Member Services: 855.724.7698	<a href="http://www.blueshieldca.com">www.blueshieldca.com</a>
Blue Shield Pharmacy Services	866.346.7200 <a href="mailto:CSEBA@blueshieldca.com">CSEBA@blueshieldca.com</a>	<a href="http://www.blueshieldca.com/pharmacy">www.blueshieldca.com/pharmacy</a>
Teladoc	800.835.2362	<a href="http://www.teladoc.com/bsc">www.teladoc.com/bsc</a>
Shield Concierge	855.724.7698 <a href="mailto:CSEBA@blueshieldca.com">CSEBA@blueshieldca.com</a>	
<b>COBRA ADMINISTRATOR FOR COBRA/RETIREE HEALTH BENEFITS</b>		
Santee School District	Phone: 619.258.2313 Email: <a href="mailto:Lindsay.meyer@santeesd.net">Lindsay.meyer@santeesd.net</a>	<a href="http://www.santeesd.net">www.santeesd.net</a>
<b>CHIROPRACTIC</b>		
American Specialty Health (ASH Plans)	Member Services: 800.678.9133	<a href="http://www.ashcompanies.com">www.ashcompanies.com</a>
<b>ADVOCACY</b>		
Health Advocate	Member Services: 866.799.2728	<a href="http://www.healthadvocate.com">www.healthadvocate.com</a>
<b>WELLNESS</b>		
Humana Go365 (Group # 645543)	Member Services: 800.708.1105	<a href="http://www.go365.com">www.go365.com</a>
<b>DENTAL</b>		
Delta Dental Delta Care USA DHMO (Group #71594)	Member Services: 800.422.4234	<a href="http://www.deltadentalins.com">www.deltadentalins.com</a>
Delta Dental PPO (Group #7128-4001 or #7030-4003)	Member Services: 866.499.3001	<a href="http://www.deltadentalins.com">www.deltadentalins.com</a>
<b>VISION</b>		
Vision Service Plan (VSP) (Group #30099789-0052(Mgmt/Class) #30099789-0061(Cert))	Member Services: 800.877.7195	<a href="http://www.vsp.com">www.vsp.com</a>
<b>LIFE/ACCIDENTAL DEATH &amp; DISMEMBERMENT (AD&amp;D)</b>		
The Hartford	Member Services: 800.523.2233 Life Claims: 888.563.1124	<a href="http://www.thehartford.com">www.thehartford.com</a>
<b>EMPLOYEE ASSISTANCE PROGRAMS (EAP)</b>		
Health Advocate	Member Services: 866.799.2728	<a href="http://www.healthadvocate.com">www.healthadvocate.com</a>
EASE: Employee Assistance Service for Education	MHN Member Services: 800.722.3273	<a href="http://www.advantageengagement.com">www.advantageengagement.com</a> Register with the company code: EASE
<b>FLEXIBLE SPENDING ACCOUNTS (FSA)</b>		
American Fidelity (Medical/Dependent Care)	Account Information: 800.325.0654 Sales Representative: 866.523.1857	<a href="http://www.afadvantage.com">www.afadvantage.com</a>
<b>AMERICAN FIDELITY VOLUNTARY BENEFIT OPTIONS</b>		
Accident Only, Cancer, Disability and Voluntary Life Insurance (Group #22985)	Sales Representative: 866.523.1857 Claims: 800.662.1113	<a href="http://www.afadvantage.com">www.afadvantage.com</a>
<b>THE STANDARD VOLUNTARY BENEFIT OPTIONS</b>		
Disability and Voluntary Life Insurance (Group #CT501568)	Customer Service: 800.227.4165	<a href="http://www.standard.com">www.standard.com</a>
<b>OTHER VOLUNTARY BENEFIT OPTIONS</b>		
FBC Unum Long Term Care (LTC) (Group #105237)	Member Services: 800.227.4165 SDCOE FBC Plan Claims: 800.633.7479	<a href="http://www.unum.com">www.unum.com</a>
FBC HYATT LEGAL/METLAW	Client Service Center: 800.821.6400 SDCOE FBC Plan	<a href="http://www.legalplans.com">www.legalplans.com</a> password: Metlaw
Liberty Mutual Auto and Homeowners Insurance	Sales Representative: 858.255.3973	<a href="http://www.libertymutual.com">www.libertymutual.com</a>
<b>BENEFIT CHANGES, ELECTIONS, &amp; COSTS</b>		
Benefitfocus Online Benefit Platform		<a href="https://santeesdbenefits.hrintouch.com">https://santeesdbenefits.hrintouch.com</a>
<b>HUMAN RESOURCES</b>		
Lindsay Meyer, Benefits and Risk Management Specialist	Phone: 619.258.2313 Email: <a href="mailto:Lindsay.meyer@santeesd.net">Lindsay.meyer@santeesd.net</a>	<a href="http://www.santeesd.net">www.santeesd.net</a>

# GLOSSARY OF HEALTH COVERAGE & MEDICAL TERMS

This glossary has many commonly used terms, but isn't a full list. These glossary terms and definitions are intended to be educational and may be different from the terms and definitions in your plan. Some of these terms also might not have exactly the same meaning when used in your policy or plan, and in any such case, the policy or plan governs. (See your Summary of Benefits and Coverage for information on how to get a copy of your policy or plan document).

**Coinsurance:** Your share of the costs of a covered health care service, calculated as a percent (for example, 20%) of the allowed amount for the service. You pay the coinsurance *plus* any deductibles you owe. For example, if the health insurance or plan's allowed amount for an office visit is \$100 and you've met your deductible, your Coinsurance payment of 20% would be \$20.

**Copayment:** A fixed amount (for example, \$20) you pay for a covered health care service, usually when you receive the service.

**Deductible:** The amount you owe for health care services your health insurance or plan covers before it begins to pay. For example, if your deductible is \$1,000, your plan won't pay anything until you've met your \$1,000 deductible for covered health care services subject to the deductible. The deductible may not apply to all services.

**In-network Coinsurance:** The percent (for example, 20%) you pay of the allowed amount for covered health care services to providers who contract with your health insurance or plan. In-network Coinsurance usually costs you less than out-of-network coinsurance.

**In-network Copayment:** A fixed amount (for example, \$20) you pay for covered health care services to providers who contract with your health insurance or plan. In-network Copayments usually are less than out-of-network copayments.

**Network:** The facilities, providers and suppliers your health insurer or plan has contracted with to provide health care services.

**Non-Preferred Provider:** A provider who doesn't have a contract with your health insurer or plan to provide services to you. You'll pay more to see a non-preferred provider.

**Out-of-network Coinsurance:** The percent (for example, 40%) you pay of the allowed amount for covered health care services to providers who do not contract with your health insurance or plan. Out-of-network coinsurance usually costs you more than in-network coinsurance.

**Out-of-network Copayment:** A fixed amount (for example, \$30) you pay for covered health care services from providers who do not contract with your health insurance or plan. Out-of-network copayments usually are more than in-network copayments.

**Out-of-Pocket Maximum:** The most you pay during a policy period (usually a year) before your health insurance or plan begins to pay 100% of the allowed amount. This limit never includes your premium, balance-billed charges or health care your health insurance or plan doesn't cover.

**Preauthorization:** A decision by your health insurer or plan that a health care service, treatment plan, prescription drug or durable medical equipment is medically necessary. Sometimes called prior authorization, prior approval or precertification. Your health insurance or plan may require preauthorization for certain services before you receive them.

**Preferred Provider:** A provider who has a contract with your health insurer or plan to provide services to you at a discount.

**Prescription Drug Formulary:** A list of prescription drugs, both generic and brand name, used by practitioners to identify drugs that offer the greatest overall value. A committee of physicians, nurse practitioners, and pharmacists maintain the formulary. Some health insurance or plans do not cover non-formulary drugs or they are covered at a higher out-of-pocket cost.

**Preventive Care:** recommended care you receive, based on age and gender, to prevent illnesses or diseases. It also includes counseling to prevent health problems. These services are usually provided at no cost if you use your primary care provider or preferred provider. Once you have received a diagnosis, services are no longer considered preventive.

**Primary Care Physician:** A physician (M.D. – Medical Doctor or D.O. – Doctor of Osteopathic Medicine) who directly provides or coordinates a range of health care services for a patient.

**Specialist:** A physician specialist focuses on a specific area of medicine or a group of patients to diagnose, manage, prevent or treat certain types of symptoms and conditions. A non-physician specialist is a provider who has more training in a specific area of health care.

**Urgent Care**  
Care for an illness, injury or condition serious enough that a reasonable person would seek care right away, but not so severe as to require emergency room care.

# REQUIRED NOTICES

It is important that you review the list of notices below. Where required by law, full versions of the summary notices below along with other plan documents can be found by logging into the District's enrollment portal. If you are unable to access these for any reason, contact Human Resources for a printed copy.

## **HIPAA – SPECIAL ENROLLMENT RIGHTS**

This notice describes a group health plan's special enrollment rules including the right to special enroll within 30 days of the loss of other coverage or of marriage, birth of a child, adoption, or placement of a child for adoption, or within 60 days of a determination of eligibility for a premium assistance subsidy under Medicaid or CHIP.

## **CHILDREN'S HEALTH INSURANCE PROGRAM REAUTHORIZATION ACT NOTICE (CHIPRA)**

This annual notice notifies employees of potential state opportunities for premium assistance to help pay for employer-sponsored health coverage.

## **WOMEN'S HEALTH AND CANCER RIGHTS ACT NOTICE (WHCRA)**

Participants and beneficiaries of group health plans who are receiving mastectomy-related benefits can choose to have breast reconstruction following a mastectomy.

## **THE NEWBORNS' AND MOTHERS' HEALTH PROTECTION ACT**

The Newborns' and Mothers' Health Protection Act of 1996 (NMHPA) affects the amount of time a mother and her newborn child are covered for a hospital stay following childbirth.

## **NOTICE OF CERTAIN DEADLINE EXTENSIONS AND SUMMARY OF MATERIAL MODIFICATIONS**

This document provides notice of certain deadline extensions and is a Summary of Material Modifications ("Summary") to the extent those extensions apply to ERISA benefits under the Santee School District's Health and Welfare Benefits Plan ("the Plan").

## **HEALTH CARE REFORM NOTICE: NOTICE OF EXCHANGE/ MARKETPLACE**

Employer must provide all employees with an Exchange Notice that includes a description of services provided by the Exchange. The notice must explain the premium tax credit available if a qualified health plan is purchased through the Exchange. The employee must also be informed that they may lose the employer contribution to any benefit plans offered by the employer if a health plan through the Exchange is elected.

## **AVAILABILITY OF PRIVACY PRACTICES NOTICE**

We maintain the HIPAA Notice of Privacy Practices for Santee School District describing how health information about you may be used and disclosed. You may obtain a copy of the Notice of Privacy Practices by contacting Human Resources.

## **MEDICARE PART D: PRESCRIPTION DRUG COVERAGE AND MEDICARE**

Entities that offer prescription drug coverage on a group basis to active and retired employees and to Medicare Part D eligible individuals – must provide, or arrange to provide, a notice of creditable or non-creditable prescription drug coverage to Medicare Part D eligible individuals who are covered by, or who apply for, prescription drug coverage under the entity's plan. This creditable coverage notice alerts the individuals as to whether or not their prescription drug coverage is at least as good as the Medicare Part D coverage.

## **ACA DISCLAIMER**

This offer of coverage may disqualify you from receiving government subsidies for an Exchange plan even if you choose not to enroll. To be subsidy eligible you would have to establish that this offer is unaffordable for you, meaning that the required contribution for employee only coverage under our base plan exceeds 9.83% of your modified adjusted household income.





Prepared by:



*The information in this Benefits Summary is presented for illustrative purposes and is based on information provided by the employer and the insurance carriers. The text contained in this booklet was taken from various summary plan descriptions and benefit information. While every effort was taken to accurately report your benefits, discrepancies or errors are always possible. In case of discrepancy between the booklet and the actual plan documents, the actual plan documents will prevail. All information is confidential, pursuant to the Health Insurance Portability and Accountability Act of 1996. If you have any questions about this booklet, contact the District Employee Benefits Department.*



# Pupil Services



## **Pupil Services Santee School District**

### Attendance

The Director of Pupil Services and Student Well-being serves as the district's supervisor of attendance. The duties of the supervisor of attendance include raising awareness of the effects of chronic absenteeism, identifying and addressing factors that contribute to chronic absenteeism, ensuring that students who are chronically absent are identified early in order to provide support services, and to evaluate the strategies implemented to reduce chronic absenteeism.

The Director of Pupil Services and Well-Being supports school sites with the development and implementation of school-wide attendance incentive programs and provides data to sites regularly on students who are demonstrating poor attendance patterns. The district follows a multi-tiered system of supports to reduce chronic absenteeism, which includes the classroom teacher, school counselor, student attendance clerk, site administration, and the Pupil Services department.

### Behavior Support

The Pupil Services department supports sites with best practices in establishing behavioral expectation and behavior modification. The Santee School District utilizes the Positive Behavior Intervention and Support (PBIS) model. The Director of Pupil Services and Student Well-being provides guidance and support on each school site's school wide PBIS program.

With support of vice principals, the Director of Pupil Services and Student Well-being develops and refines the district Guidelines for Student Discipline to ensure that all behavioral consequences are lawful and within the philosophy of building strong school communities. The Pupil Service department also supports sites with investigation and communication with parents.

### Counseling

Santee School District has eight school counselors and one social worker. The school counselors and social workers support teachers with the implementation of the Social Emotional Learning curriculum and serve as a Tier 2 intervention for students who need additional support. They provide small targeted small group counseling on a variety of skills to support student success. They provide individual short-term counseling individualized for students experiencing grief, separation from parents, school or social struggles, anger

issues, and more. They also provide resources to assist parents with district and community supports.

The Pupil Services department supports the district-wide counseling program to provide consistent services across the school district and supports the district's counselors and social workers with training in the latest best practices.

### Santee Success Program

Santee Success Program (SSP) is the district's community day school for students who are struggling to be successful at a comprehensive school site. SSP is a general education school environment where students can academically engage in an atmosphere more conducive to their learning style. Student-to-teacher ratios remain low, instruction is personalized, and students are held accountable for their participation in the learning process. Students are provided additional support and guidance toward the development of personal study habits.

Students work on social-emotional objectives through daily goal setting, collaborative group work, visits to Home Base Ranch (a local, therapeutic working farm), and weekly counseling intervention. The smaller classroom setting provides opportunities for students to collaboratively problem solve, learn to understand others, and develop personal leadership skills. Instruction at SSP lends itself to developing social skills that are important for success in school.

SSP is not intended for permanent or long-term student placement. A student will typically attend SSP during one or two trimesters. SSP staff supports student exit from the program as soon as the student arrives. Students enter SSP through the Administrative Review (AR) process, an Expulsion Hearing, or by Alternate Student Placement through site administrator and parent request.

### Administrative Reviews

Administrative Review (AR) is the process used for reviewing an incident in which a student has committed a serious behavioral infraction, which is a direct violation of Education Code 48900. The AR process is also used for students who demonstrate chronic disruption to the learning of other students. The AR hearing allows a student and his/her family to appear before the AR panel to hear the violation(s), ask questions regarding the violation(s), and provide additional information. Also, during the AR hearing, the student's academics, behavior, and attendance from up to the last three years are discussed. Following the hearing, the Assistant Superintendent of Human Resources determines the course of action to ensure the safety and well-being of Santee students and staff.



A primary purpose of the AR process is to identify the student and family needs in order to offer support so that the student can be successful behaviorally, academically, and socially. It is a restorative process that outlines expectations, offers supports for repairing relationships, offers supports for skill development, and to ensure the safety and well-being of Santee students and staff.

### Expulsion Hearing

When a student has committed a serious offense, which is in direct violation of Education Code 48900, he or she appears before the Administrative Review panel. A potential outcome of the AR hearing is the recommendation that the student appear before the Santee School Board at an Expulsion Hearing. From the time of the 48900 violation to the expulsion hearing, the student is placed in an alternative setting. After the expulsion hearing, the School Board decides if the student will be expelled from the Santee School district or develops a Board-directed rehabilitation plan that includes student placement.

# Santee Collaborative



## Santee Collaborative

The Santee Collaborative was established twenty-six years ago originally to create a mechanism for the Santee School District to accept LEA Medi-Cal funding to support community projects. The Mission of the Collaborative is to promote a healthier, more proactive community that builds resilient children and families. The Collaborative accomplishes this mission by working with more than 30 entities to:

- Understand how and what services are available and provided in this community
- Increase partnerships to support children and their families without duplicating services
- Examine the impediments to services in Santee
- Coordinate and work with regional initiatives to promote additional resources and services serving Santee children and families

The current focus of the Santee Collaborative is to promote resilience using the lens equity, inclusion, and trauma. We use the resiliency theory of change and are spending time increasing the shared understanding of resilience and trauma in this community. Members of the Collaborative include residents, business community members, City of Santee, schools, faith groups, community-based organizations, higher education, and San Diego County government organizations HHSA, CWS, Library.

The Collaborative has brought more than seven million dollars in grant funding and many different community resources to the district. The resources include:

- Counselors/Social Workers to support students (grant funded for 10+years)
- Mental health therapy for students with no insurance
- Bully prevention therapeutic services for victims – San Diego Youth Services
- Suicide Prevention Services – San Diego Youth Services
- Tobacco Use Prevention and Education Grant (35K/year for 3 years for 6-8<sup>th</sup> grade support)
- Two Department of Defense Education Activities (DoDEA) Grants (500K for 4.5 years for PRIDE, CFH and SC, and 500K for 4.5 years for RS, CH, CO)
- PAC Pantry to Support Families in Need with paper and hygiene products

The Collaborative Director plans district wide parenting workshops to meet the needs of families, including topics such as Child Development, Addressing the Teen Years, Dealing with Social Emotional Health, Bully Prevention and Community Resources.

McKinney Vento, Foster Liaison and Military Liaison are assigned to Pupil Services and allow Santee School District and school sites to better understand and meet the needs of subgroups that need additional resources and support.

# Employee Association Contracts



# Bargaining Unit Agreement

Between

Santee School District

And

California School Employees Association

[AVAILABLE ONLINE](#)

(on the Human Resources website)

# Bargaining Unit Agreement

Between

Santee School District

And

Santee Teachers Association

[AVAILABLE ONLINE](#)

(on the Human Resources website)