

Chet F Harritt STEAM School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

About Our School...

Chet F. Harritt STEAM School has a STEAM. emphasis (Science, Technology, Engineering, Art, and Mathematics).

Chet F. Harritt STEAM School - MISSION STATEMENT

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

STEAM Focus

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

At Chet, our talented staff has committed to support all students in the learning journey. Our rallying cry is "Meet them where they are and grow them as much as we can."

About Our District...

"Where Young Minds Meet Open Doors"

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

Adopted March 5, 2019

MISSION STATEMENT

2023-24 School Description and Mission Statement

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

VISION STATEMENT

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

BELIEF STATEMENTS

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

All students can learn.

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

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

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

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

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

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

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

BOARD GOALS

Educational Achievement

Assure the highest level of educational achievement for all students.

Learning Environment

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

Fiscal Accountability

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

Staff Development

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

Student Well-Being

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	60
Grade 2	64
Grade 3	68
Grade 4	57
Grade 5	73
Grade 6	58
Grade 7	83
Grade 8	55
Total Enrollment	603

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3%
Male	54.7%
American Indian or Alaska Native	0.3%
Asian	2%
Black or African American	2.2%
Filipino	2%
Hispanic or Latino	31.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	11.4%
White	50.1%
English Learners	5.1%
Foster Youth	0.2%
Homeless	3.3%
Socioeconomically Disadvantaged	42.3%
Students with Disabilities	15.6%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.20	91.31	274.00	87.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.00	1.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.47	1.00	0.32	12115.80	4.41
Unknown	1.50	5.21	33.50	10.71	18854.30	6.86

Total Teaching Positions	28.70	100.00	313.50	100.00	274759.10	100.00
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Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.70	84.91	258.80	80.40	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.62	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.83	5.60	1.76	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.48	11.00	3.44	11953.10	4.28
Unknown	3.50	11.79	44.30	13.78	15831.90	5.67
Total Teaching Positions	30.20	100.00	321.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.70
Total Out-of-Field Teachers	1.00	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		9/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pre-K on My Way adopted in 2022 (EAK/TK), Reading Wonders adopted in 2017 (K-5), and Amplify Learning adopted in 2017 (6-8). iReady is used as a supplemental program in K-8.	Yes	0.0
Mathematics	Pre-K on My Way adopted in 2022 (EAK/TK). Math Expressions adopted 2015 (K-5). CPM adopted 2013 (6-8). iReady and Dreambox are used as supplemental programs in K-8.	Yes	0.0
Science	Pre-K on My Way adopted in 2022 (EAK/TK). Amplify Science adopted in 2023 (K-5). OpenSciEd adopted in 2022 (6-8).	Yes	0.0
History-Social Science	Pre-K on My Way adopted in 2022 (EAK/TK). Pearson Realize History-Social Science adopted 2019 (K-8).	Yes	0.0
Health	Healthy Eating Made Easier adopted 2017 (K-8).	Yes	0.0

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/23

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	53	55	56	47	46
Mathematics (grades 3-8 and 11)	50	45	46	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	395	389	98.48	1.52	52.70
Female	185	183	98.92	1.08	58.47
Male	210	206	98.10	1.90	47.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	27.27
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	115	115	100.00	0.00	50.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	46.15
White	207	202	97.58	2.42	53.47
English Learners	18	17	94.44	5.56	23.53
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	50.00
Military	52	52	100.00	0.00	69.23
Socioeconomically Disadvantaged	170	170	100.00	0.00	42.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	71	97.26	2.74	19.72

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	391	98.74	1.26	44.50
Female	185	184	99.46	0.54	42.93
Male	211	207	98.10	1.90	45.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	18.18
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	116	116	100.00	0.00	32.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	38.46
White	207	203	98.07	1.93	49.75
English Learners	18	18	100.00	0.00	27.78
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	52	52	100.00	0.00	40.38
Socioeconomically Disadvantaged	171	171	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	71	97.26	2.74	21.13

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.04	38.40	38.37	39.13	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	128	125	97.66	2.34	38.40
Female	61	60	98.36	1.64	41.67
Male	67	65	97.01	2.99	35.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	37.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	35.29
White	60	58	96.67	3.33	37.93
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	52.38
Socioeconomically Disadvantaged	52	52	100.00	0.00	26.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.1	94.80	97.40	96.1	94.80
Grade 7	94.87	94.87	94.87	92.30	96.15

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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

Opportunities to Volunteer

- Classroom Helper
- Chaperone Field Trips & Dances
- Breakfast Club
- Arts Attack Program
- School Site Council
- English Learner Advisory Council
- Parent Teacher Association
- Family STEAM Nights
- Student Performances
- Student Recognition Assemblies
- Red Ribbon Week
- Back to School Night
- Lunch on the Lawn
- Open House

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	649	637	137	21.5
Female	297	291	62	21.3
Male	352	346	75	21.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	12	12	0	0.0
Black or African American	18	18	2	11.1
Filipino	16	16	1	6.3
Hispanic or Latino	204	199	60	30.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	72	70	18	25.7
White	323	318	55	17.3
English Learners	38	38	11	28.9
Foster Youth	2	0	0	0.0
Homeless	21	21	10	47.6
Socioeconomically Disadvantaged	281	276	78	28.3
Students Receiving Migrant Education Services	0	0	0	0.0

Students with Disabilities	121	118	29	24.6
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C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.01	2.56	3.70	0.43	2.57	3.69	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.7	0
Female	2.69	0
Male	4.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	6.25	0
Hispanic or Latino	3.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	3.72	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.91	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.74	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Chet F Harritt School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in October 2023. Staff responsibilities and safety plan updates were discussed with staff in November 2023. It was approved by the School Site Council at the November 2023 meeting.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	22		3	
2	23		3	
3	23		3	
4	24		3	
5	27		2	
6	23	1	15	
Other	11	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	15	2	2	0
2	21	1	2	0
3	23	0	3	0
4	19	1	2	0
5	23	1	2	0
6	24	1	10	0
Other	13	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	603

2022-23 Student Support Services Staff

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

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13666.64	5053.58	8613.06	82133.94
District	N/A	N/A	8679.47	\$83,074
Percent Difference - School Site and District	N/A	N/A	-0.8	-1.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-65.6	-7.5

Fiscal Year 2022-23 Types of Services Funded

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

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,589	\$54,215
Mid-Range Teacher Salary	\$80,009	\$86,843
Highest Teacher Salary	\$111,235	\$111,440
Average Principal Salary (Elementary)	\$146,534	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$214,321	\$252,466
Percent of Budget for Teacher Salaries	37.21%	33.16%
Percent of Budget for Administrative Salaries	5.82%	5.15%

Professional Development

For the 2023-2024 school year, 80% of the days noted are partial days and 20% are full days. All training and curriculum development activities at Chet F. Harritt STEAM School support the implementation of quality instructional practices in order to access the curricular content with an emphasis on the California Standards in English Language Arts, Mathematics, and Science (Next Generation Science Standards) as guided by curricular frameworks. At Chet, certificated staff have 27 hours of professional learning time scheduled on site. These are considered partial days. Staff and administration define the use of these hours which are utilized for team meetings, whole staff professional learning, and interest-group meetings. Classified staff are also offered a variety of professional learning opportunities throughout the year involving their specializations from department supervisors and district representatives both on site and at the district.

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	82	85	85