

Santee School District



# Local Control Accountability Plan (LCAP)

## *2019 Executive Summary*

### Board of Education

Ken Fox, *President*

Dustin Burns, *Vice President*

Barbara Ryan, *Clerk*

Elana Levens-Craig, *Member*

Dianne El-Hajj, *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*

### Executive Summary

Background .....	2
California's Eight State Priority Areas.....	3
Santee School District's Goals .....	3
Status of LCAP Actions/Services Implementation .....	4-9
Metrics and Data for Eight State Priority Areas .....	10
• Conditions of Learning..	11
• Pupil Outcomes .....	12
• Engagement.....	14
Vision Statement.....	16
Mission Statement.....	16
Stakeholder Input Timeline.....	16
Key Terms.....	16

## Background

On June 17, 2014, the Santee School District Board of Education adopted its first Local Control Accountability Plan (LCAP) pertaining to the 2014-15, 2015-16, and 2016-17 fiscal years. Each subsequent year, the District must adopt an annual update to the LCAP. Each year the Board adopts the LCAP Annual Update which incorporates a static three (3) year period. The LCAP is the governing document which describes how the District will be using Local Control Funding Formula (LCFF) funds, as well as other funding sources.

The District's LCAP contains three (3) Goals which link to the eight (8) State Priority Areas and 19 Actions/Services to achieve those goals. Thirteen (13) of the Actions/Services pertain to all students and significant subgroups and six (6) of them focus specifically on increasing or improving services for students who are qualified for free/reduced meals, English Learners, or Foster Youth.

The Actions/Services within the LCAP represent an investment in increasing or improving services for students of over \$71.5 million for 2018-19. \$2.7 million of this amount pertains specifically to the District's Digital Learning Initiative contained within three (3) of the Actions/Services. For the beginning of the 2019-20 school year, the District will be replacing all student and teacher IPADs with newer models in accordance with the established replacement cycle.

Each year, the District will be collecting, monitoring, and analyzing various data elements linked to the eight (8) State Priority Areas in order to identify needs and measure progress towards achieving the LCAP Goals. This data will be used to develop an LCAP Needs Assessment. The data elements will be monitored and reported for multiple years in order to detect trends. The identified needs will help to inform the decision making process for modifying the LCAP annually, if warranted.

Some of the LCAP Needs Assessment data elements are standardized by the State and readily available for previous years. Others are locally defined. The State's new accountability system takes into account multiple measures across the eight (8) State Priority Areas outlined in the LCFF legislation. The State provides LCFF Evaluation Rubrics as part of the California Dashboard. Performance is measured by both status and growth. These rubrics are designed to identify strengths and areas of need within the District and schools. The performance categories are color coded for easier identification within the California Dashboard which can be accessed at <https://www.caschooldashboard.org/#/Home>.

In the Executive Summary, the District reports student achievement using multiple measures at the State and local level. This data allows more in-depth identification of student needs and stakeholder input for on-going development of the District's continuous improvement plan.

**Santee School District's LCAP Plan can be viewed at: [www.santeesd.net](http://www.santeesd.net)**

---

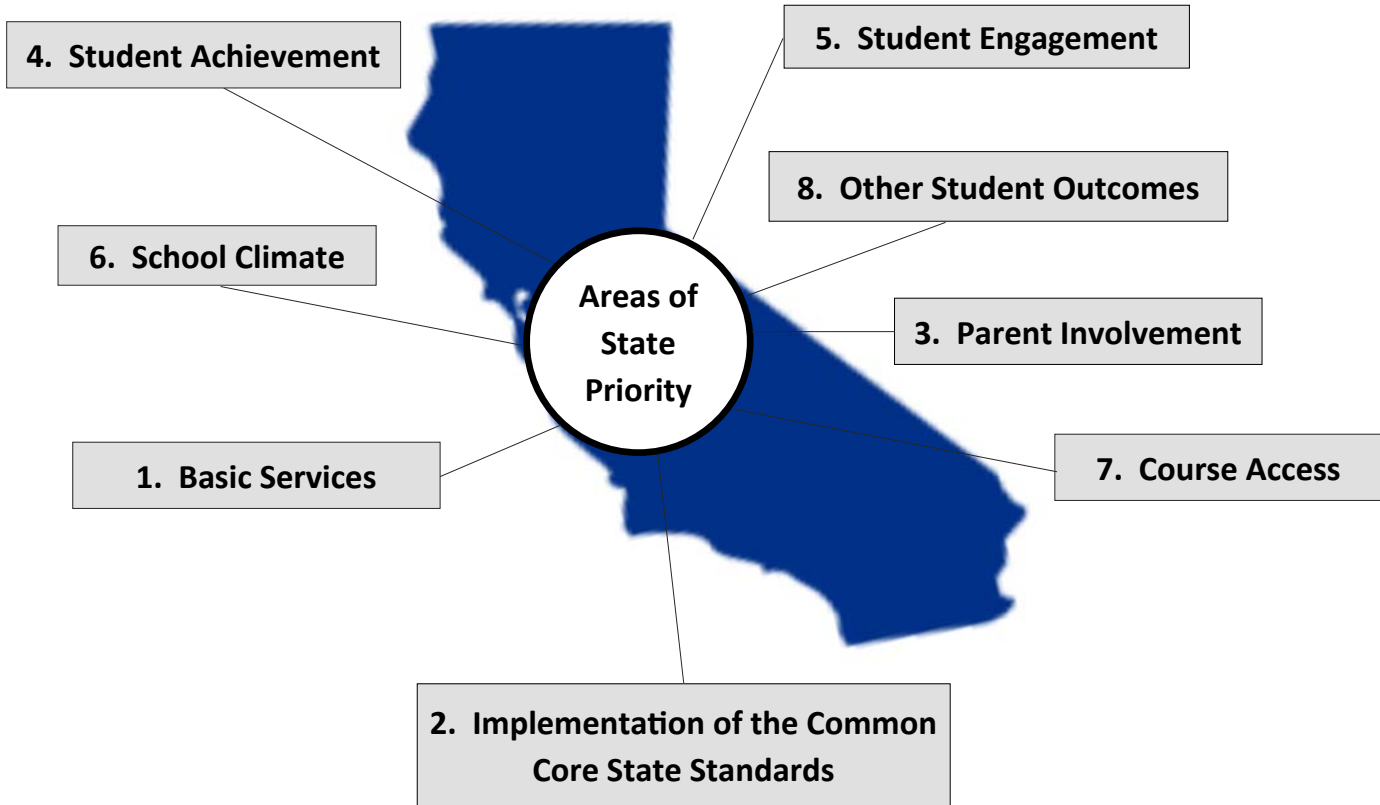
*With the overarching goal of improving student learning and allowing students to realize their unique potential, the LCAP describes how funds will be expended to increase and enhance services. The Governing Board appreciates and values community involvement and input during the yearly review of our District's LCAP Goals and assessment of progress. Working together with parents, community members and staff, the Governing Board is dedicated to providing a high quality education for all students, and we truly appreciate the efforts of all our stakeholders in crafting and refining this document.*

*- Ken Fox, President*

*Santee School District Board of Education*

---

## California's Eight State Priority Areas



## Santee School District's Board of Education Goals

<b>Goal A</b>	Improve student learning and demonstrate annual growth in Common Core State Standards in all academic content areas through high quality instruction and relevant, personalized learning with technology integration for acquisition of 21st Century Learning skills
<b>Goal B</b>	Improve and/or increase services to support the social, emotional, and physical well-being of students and their families
<b>Goal C</b>	Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	2018-19 Estimated Costs	2019-20 Estimated Costs	% Complete for 2018-19 Portion	2018-19 Status
1.1	<p>BASE: 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 operations in accordance with periodic workload distribution analysis and needs assessments</li> <li>10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity</li> <li>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</li> <li>12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations</li> <li>13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program</li> <li>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</li> <li>15) Employee compensation structure and work environment that attracts and retains highly qualified staff</li> <li>16) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP)</li> </ol>	A	\$64,116,400	\$62,944,958	100.00%	<ol style="list-style-type: none"> <li>1) Added 1.0 FTE Gen Ed classroom teacher for growth</li> <li>2) Added 3.0 FTE Special Day Class teachers for growth and Special Ed need</li> <li>3) Added 2.4 FTE Language, Speech and Hearing teachers for Special Ed need</li> <li>4) Added 3.0 FTE Resource Specialist Program teachers for growth and Special Ed need</li> <li>5) Added 3.7 FTE Instructional Assistants for Special Ed need</li> <li>6) Added 0.50 FTE Occupational Therapist for Special Ed need</li> <li>7) Added 1.0 FTE Bus Driver for growth</li> <li>8) Added 0.625 FTE Bus Attendant for Special Ed need</li> <li>9) Added 1.0 FTE Admin Intern for school administrative support</li> </ol>
1.2	<p>SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for unduplicated count students and students with disabilities, including English Language Development for English learners</p>	A	\$1,094,000	\$1,149,000	100.00%	Implemented Professional Development Plan for all staff. Provided new teacher training. Provided specific teacher training for Math and English Language Arts instruction.
1.3	<p>SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments, including unduplicated count students and students with disabilities; and for teachers and classified instructional staff to support student learning.</p>	A	\$165,000	\$173,000	100.00%	Provided new students iPads with keyboards, cases, and standardized apps and software.
1.4	<p>SUPPLEMENTAL: 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</p>	A	\$1,820,000	\$1,820,000	100.00%	\$1.82 million transferred to Fund 40. Projected Ending Balance = \$2.4 million after purchase of new iPads for all teachers and students in the Spring for deployment during summer

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	2018-19 Estimated Costs	2019-20 Estimated Costs	% Complete for 2018-19 Portion	2018-19 Status
1.5	<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 unduplicated count students and students with disabilities. Software to include:</p> <ol style="list-style-type: none"> <li>1) Achieve 3000 or equivalent</li> <li>2) Dreambox</li> <li>3) Safari Montage</li> <li>4) SchoolNET</li> </ol>	A	\$253,000	\$253,000	100.00%	After surveying teachers, adjusted the level of Achieve 3000 service, added iReady lexile assessment system, and implemented a comprehensive ELA adoption which includes digital components; continued Dreambox, Safari Montage, and SchoolNET
1.6	<p>SUPPLEMENTAL: Provide 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 unduplicated count students and students with disabilities</p>	A	\$479,000	\$503,000	100.00%	Employing 3.0 FTE Curriculum Resource Teachers
1.7	<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 unduplicated count students and students with disabilities</p>	A	\$36,000	\$36,000	100.00%	Team is participating in pilot of History/Social Science curriculum for adoption
1.8	<p>TARGETED: Provide supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for Foster Youth, Homeless, and low socio-economic students</p>	A	\$240,000	\$251,000	100.00%	Schools employing the following supplemental positions: 1) 1.5 FTE Intervention Resource Teachers 2) 0.375 FTE Community Liaison 3) 5.5 FTE Instructional Assistants
1.9	<p>TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas</p>	A	\$186,000	\$196,000	100.00%	Employing 12, 3.5 hour Bilingual Assistants; 5.25 FTE total
1.10	<p>TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources</p>	A	\$64,000	\$67,000	100.00%	Provided summer bridge program for 4 weeks (two 2 week sessions) to service 426 students
1.11	<p>TARGETED: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for unduplicated count students and students with disabilities</p> <ol style="list-style-type: none"> <li>a) Read 180 and System 44 for Students with Disabilities</li> <li>b) RAZKIDS</li> <li>c) Fountas and Pinnel LLI Kits</li> <li>d) LEXIA</li> <li>e) Rosetta Stone for English Learners and Immigrant Students</li> <li>f) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs</li> </ol>	A	\$365,000	\$384,000	100.00%	Schools and Educational Services purchased and provided materials, curriculum, equipment, systems, and software/apps as needed
1.12	<p>TARGETED: Provide Language Arts Specialists or Intervention Resource Teachers for each school for personalized learning intervention with students who are performing at lower academic levels, principally directed towards unduplicated count students</p> <ol style="list-style-type: none"> <li>a) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students</li> </ol>	A	\$982,000	\$1,031,000	100.00%	Employing 9.0 FTE Language Arts Specialist or Intervention Resource Teachers; 1.0 FTE per school site
1.13	<p>SUPPLEMENTAL: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten</p>	A	\$573,000	\$602,000	100.00%	Serving 113 TK students at 6 of the 9 district school sites

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	2018-19 Estimated Costs	2019-20 Estimated Costs	% Complete for 2018-19 Portion	2018-19 Status
1.14	SUPPLEMENTAL: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program	A	\$246,000	\$258,000	100.00%	Serving 120 EAK students at 5 of the 9 district school sites
1.15	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-risk students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP)	A	\$109,000	\$114,000	100.00%	Serving SSP students for varying lengths of time, as needed
2.1	SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives	B	\$5,000	\$5,000	67.00%	Schools provided behavioral improvement programs, school connectedness endeavors, and student well-being initiatives as needed; Purchased "buddy benches" for all schools to encourage student connectedness; Purchased tools for displaying Positive Behavior Intervention Supports (PBIS) elements at school sites
2.2	TARGETED: Provide Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with unduplicated count students, students with disabilities, and parents toward College and Career Readiness a) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities b) Track progress for students who are chronically absent and provide support c) Coordinator Pupil Services to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning d) Coordinator Community Collaborative to Director level with added responsibilities for overseeing mental health/counseling services and social-emotional learning	B	\$718,000	\$755,000	100.00%	Employing 7.0 FTE Counselors/Social Workers; 1.0 FTE more than prior year
2.3	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: a) Shift the Coordinator Pupil Services to Director level with increased responsibilities for attendance improvement and reduction of chronic absenteeism b) Attendance incentives c) Regular data analysis to identify issues early d) Increased focus on chronic absentee students to monitor and track progress e) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities f) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals	B	\$88,000	\$93,000	100.00%	New Director researching and implementing various best practices for improving student attendance and reducing chronic absenteeism; developed and implemented more robust monitoring and tracking system; increased the number of SART contracts and SARB referrals; Site Administrators developed and implemented various attendance incentive programs
3.1	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: a) Shift the Coordinator Community Collaborative to Director level with added responsibilities for improving and increasing parent involvement	C	\$17,000	\$17,000	67.00%	Schools provided workshops for parents on digital citizenship and literacy as well as science, reading, and mathematics family nights and other community building activities to increase parent engagement
<b>District-Total</b>			<b>\$71,556,400</b>	<b>\$70,651,958</b>		

Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18
Total Enrollment	6,695	6,761	6,788	27	6,226,737	6,228,235	6,220,413	-7,822
Percent of Students Socio-economically Disadvantaged	41.14%	40.66%	42.20%	1.54%	60.50%	59.80%	61.60%	1.80%
Percent of English Learners	8.92%	8.95%	9.60%	0.65%	22.10%	21.40%	20.90%	-0.50%
Percent of Students with Disabilities	10.62%	11.51%	12.40%	0.89%	10.60%	10.90%	11.50%	0.60%

2018 California School Dashboard - Santee School District					
State Indicators	All Students	English Learners	Low Income	Students with Disabilities	Foster Youth
Chronic Absenteeism	Orange	Orange	Orange	Orange	Green
Suspension Rate	Yellow	Green	Yellow	Orange	Yellow
English Learner Progress	N/A	N/A	N/A	N/A	N/A
English Language Arts	Yellow	Orange	Yellow	Yellow	N/A
Mathematics	Yellow	Orange	Yellow	Orange	N/A

California School Dashboard - 2018 Santee School District - Greatest Needs					
State Indicators	Student Group and Performance Level				
Chronic Absenteeism	ORANGE				
Suspension Rate	RED				
English Language Arts	N/A				
Mathematics	N/A				

California School Dashboard - 2018 Santee School District - Greatest Needs					
State Indicators	Student Group and Performance Level				
Suspension Rate	Yellow		2 Level Gap		Red
	All Students				

Conditions of Learning					
1. Basic Services	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2017-18 Target
Highly Qualified Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2017-18 Target
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2017-18 Target
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2017-18 Target
Number of Curriculum Resource Teachers	4	4	3	-1	Met 2017-18 Target
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2017-18 Target
Student Lacking Own Copy of Textbook Rate	0.0%	0.0%	0.0%	0.0%	Met 2017-18 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2017-18 Target
Local Facility Inspection Rating	2.56	2.65	3.08	.43	Increase of .43 on a scale from 1 to 4 (4 being highest).
2. Implementation of State Standards	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
District ELA Performance Task - District Benchmark Assessment	60.66%	60.38%	56.10%	-4.28%	Decreased from 2016-17 percent of students meeting or exceeding standard
District Reading Assessment: Santee School District Identified	55.03%	56.85%	74.84%	17.99%	Increased from 2016-17 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	77.80%	75.67%	78.20%	2.53%	Increased from 2016-17 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	66.80%	71.50%	73.30%	1.80%	Increased from 2016-17 percent of students meeting or exceeding standard
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	Met	Met	Met	Met	Observation data collected in 2017-18 included standards based evidence
7. Course Access	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
CTE Enrollment Rate	N/A	N/A	N/A	N/A	Santee is an Elementary School District and CTE courses are only offered at high school
English Learners enrolled in Programs and Services for Integrated and Designated English Language Development	100%	100%	100%	0%	Met target at 100 percent.
Student Electives	21	36	40	4	Met target

## Data Analysis

### Conditions of Learning: Basic Services, Implementation of State Standards, and Course Access

#### Basic Services

- All teachers are fully credentialed
- All teachers meet State criteria for highly qualified
- All teachers have appropriate credentialing/authorizations
- All students have access to instructional materials
- Santee School District meets all Williams requirements for facilities under the State School Facility Rating
- Locally developed facilities rating indicates a satisfactory rating with a variation from school site to school site

#### Implementation of State Standards [Change between 2016-17 and 2017-18]

- 2.53 percentage point increase in students near or above standard as measured by the CAASPP ELA interim assessments
- 1.80 percentage point increase in students near or above standard as measured by the CAASPP Mathematics interim assessments

#### Course Access

- All English Learners are enrolled in an integrated and designated English Learner Development course

California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3	N/A	41.18%	56.00%	14.82%	Increased from 2016-17 percent of students achieving Level 2 or Level 3.
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3	N/A	29.41%	28.00%	-1.41%	Decreased from 2016-17 percent of students achieving Level 2 or Level 3.
English Learner Progress Indicator (ELPI) California School Dashboard.	72.00%	74.50%	N/A	N/A	ELPI not reported due to transition year between English Language Proficiency Assessments. Indicator will resume in 2019-2020.
English Learner Reclassification Rate	20.60%	15.20%	8.80%	-6.40%	English Learner reclassification rate decreased from 2016-17.
English Learners in Cohort Attaining English Proficient Level (AMAO 2 >=5 Years)	60.60%	56.50%	N/A	N/A	State eliminated targets for Annual Measureable Achievement Objectives.
<b>8. Other Pupil Outcomes</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>Change between 2016-17 &amp; 2017-18</b>	<b>Comments</b>
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	49.30%	56.62%	49.21%	-7.41%	Decreased from 2016-17 percent of students meeting at least 5 of the HFZ standards. (NOTE: Pepper Drive 5th grade data error)

## Stakeholder Conclusion and Input Notes

## Data Analysis

### Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes

#### Pupil Achievement [Change between 2016-17 and 2017-18]

- 2.03 percentage point increase in students meeting or exceeding standards as measured by the CAASPP ELA
- 1.66 percentage point increase in students meeting or exceeding standards as measured by the CAASPP Mathematics
- The English Learner Performance Index (ELPI) will not be reported in 2018-19 as this is a transitional year to the new English Language Proficiency Assessment for California (ELPAC). This measure will resume in 2019-20.
- 6.40 percentage point decrease in the District's English Language Reclassification rate

#### Other Pupil Outcomes [Change between 2016-17 and 2017-18]

- 7.41 percentage point decrease in Physical Fitness test results (NOTE: Pepper Drive 5th grade data error)

## Stakeholder Conclusion and Input Notes

Pupil Outcomes					
4. Pupil Achievement	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
California Assessment of Student performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard	59.00%	54.52%	56.55%	2.03%	Increased from 2016-17 percent of students meeting or exceeding standard
California Assessment of Student performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	50.00%	47.44%	49.10%	1.66%	Increased from 2016-17 percent of students meeting or exceeding standard
California Assessment of Student performance and Progress (CAASPP): Science	N/A	N/A	N/A	N/A	CAASPP California Science Test (CAST) operational testing will occur in Spring of 2019.

## Metrics and Data for Eight State Priority Areas, continued

Engagement					
3. Parent Involvement	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
Number of Volunteer Hours	50,580	57,702	40,057	-17,645	Decrease in volunteer hours
Number of Parent Committee Members	249	245	241	-4	Number of parent committee members decreased slightly
5. Pupil Engagement	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
Attendance Rate	96.15%	96.00%	95.95%	-0.05%	Decrease in attendance rate
Chronic Absenteeism Rate	5.50%	7.10%	7.60%	0.50%	Increase in Chronic Absenteeism Rate
Middle School Dropout Rate	One or more grade levels have zero enrollment and a rate cannot be calculated.				
6. School Climate	2015-16	2016-17	2017-18	Change between 2016-17 & 2017-18	Comments
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	12.7 : 1,000	8.0 : 1,000	8.69 : 1,000	0.69 : 1,000	Increase in SART Contract Rate
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	0.45 : 1,000	0 : 1,000	0.44 : 1,000	0.44 : 1,000	Increase in SARB referrals
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	5.70%	5.10%	4.40%	-0.70%	Decreased suspension rate
4th – 8th Graders Feeling Safe or Very Safe at School	66.40%	65.65%	62.57%	-3.08%	Decrease in percent of 4th-8th Graders Feeling Safe at School
California Healthy Kids Survey (Grade 7) School Connectedness	53.00%	62.00%	44.00%	-18.00%	Decrease in percent of 7th Grade Students responding "High" on School Connectedness

## Data Analysis

### Engagement: Parent Involvement, Pupil Engagement, and School Climate

#### Parent Involvement [Change between 2016-17 and 2017-18]

- Approximately thirty-one percent decrease in number of volunteer hours
- Approximately one and one-half percent decrease in the number of parents serving on District and site committees

#### Pupil Engagement [Change between 2016-17 and 2017-18]

- 0.05 percentage point decrease in Attendance Rate
- 0.50 percentage point increase in student Chronic Absenteeism (percentage of students who were absent more than 10% of school days)

#### School Climate [Change between 2016-17 and 2017-18]

- Approximately eight percent increase in SART referrals
- Approximately one-half percent point increase in SARB referrals per one thousand students
- 0.70 percentage point decrease in suspension rate
- The Caring School Survey is given throughout the District and measures the degree that 4-8th grade students feel safe or very safe.

## Stakeholder Conclusion and Input Notes

## Santee School District

Cajon Park

Carlton Hills

Carlton Oaks

Chet F. Harritt STEAM

Hill Creek

Pepper Drive

PRIDE Academy

Rio Seco

Sycamore Canyon

Santee Success Program

Alternative School



Santee School District's  
1:1 Digital Initiative:  
*Where Young Minds  
Meet Open Doors*



## 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

## Stakeholder Input Timeline

Action Step	Venue/Method	Date/Time Period
LCAP Annual Review with Community Stakeholders	LCAP Meeting	March 12, 2019
Obtain parent/staff comments/questions on draft	District Advisory Council (DAC) Meeting	May 9, 2019
Inform public of opportunity to provide input	Post on District and school websites	May 10, 2019
Obtain parent/staff comments/questions on draft	District-level English Language Advisory Council (DELAC) Meeting	May 10, 2019
Conduct Public Hearing	Board Meeting	June 4, 2019
Adopt 2019-20 LCAP and District Budget	Board Meeting	June 18, 2019

## Key Terms

AMAO	Annual Measureable Achievement Objective
CAASPP	California Assessment of Student Performance and Progress
CAST	California Science Test
CCSS	Common Core State Standards
ELA	English Language Arts
ELD	English Language Development
ELPAC	English Language Proficiency Assessment for California
ELPI	English Language Progress Indicator
FTE	Full-Time Equivalent
IEP	Individualized Education Plan
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
SBAC	Smarter Balanced Assessment Consortium