

LCAP Year ☒ 2017-18 ☐ 2018-19 ☐ 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Santee School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Santee School District serves approximately 6,800 Pre-K through 8th grade students with 349 highly qualified and dedicated educators and 395 support staff in the City of Santee and part of the unincorporated area of El Cajon. Approximately 12% of the student population is in Special Education, 8% are English Language Learners, 40% are socio-economically disadvantaged, 0.4% are Foster Youth, and 4% are designated as Homeless. The attendance rate of students is over 95%. The District strives to be an innovative leader in education, inspiring students to realize their unique potential. We continue to realize this vision through a personalized learning environment. We have technology in all classrooms with 1:1 iPad devices for all students supporting them in acquiring 21st Century Learning skills. The District has before and after-school child care, three preschool programs, a parent education program, Early Admission to Kindergarten, Spanish for 8th graders, 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.

LCAP HIGHLIGHTS

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

The 2017-18 LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve the LCAP goals. These include:

- In 2016-17, counseling services were increased. The District now provides 6 full-time Counselors/Social Workers to address the social, emotional, and physical well-being of students to ensure a safe and supportive learning environment. This service level is planned to continue over the 3 years of the LCAP. (Goal 2, Action 2)
- In 2016-17, the District implemented a 4 week summer bridge program in which unduplicated count students received additional instructional support in all academic areas to reach their unique potential. This program is planned to continue over the 3 years of the LCAP. Normally, we tend to observe a temporary decline in reading and math skills over the summer. The summer bridge program provided these students an opportunity to maintain their reading and math skills. (Goal 1, Action 10)
- In 2016-17, the District piloted and selected new curriculum for English Language Arts and English Language Development. In 2017-18, this new curriculum will be fully implemented. (Goal 1, Actions 1 and 11)

- Dedicated site professional learning time and district-wide professional development activities are included in the Annual Professional Development Plan for the 3 years of the LCAP. (Goal 1, Actions 1 and 2)
- * The 2017-18 LCAP continues a focus on integrating technology and personalized learning experiences in the classroom (Goal 1, Actions 3, 4, 5, and 6)
- * To support English Learners to reach their unique potential, the District plans to continue to fund Bilingual Assistants and Language Arts Specialist/Intervention Resource Teachers in the 3 years of the 2017-18 LCAP (Goal 1, Actions 9 and 12)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

A review of performance indicators shows several areas where the District experienced significant gains. These include:

- 2.59 percentage point increase in students meeting benchmarks on the District reading assessment
- 5 percentage point increase in students meeting or exceeding standard for the California Assessment of Student Performance and Progress (CAASPP): English Language Arts
- 7 percentage point increase in students meeting or exceeding standard for the California Assessment of Student Performance and Progress (CAASPP): Mathematics
- 9.5 percentage point increase in the English Learner Reclassification Rate
- 31% increase in number of volunteer hours
- 15% increase in number of parents serving on District and site committees
- 2.28 percentage point increase in 4th through 8th grade students feeling safe at schools

With our 1:1 initiative (Goal 1, Actions 3, 4, 5, and 6) we have been able to implement a supplemental math and reading program to support all learners through individualized learning for each child. Dreambox Math (Goal 1, Action 5) is Common Core 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 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>
 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
 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

The District's language arts assessment scores remain high with overall scores in the green area of the California Dashboard. We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers (Goal A, Action 12), provide the necessary supports for our students to show academic progress.

GREATEST PROGRESS

Achieve3000® (Goal 1, Action 5) 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 (Provided at all schools, benefits all students although it is principally directed to unduplicated count students):

- 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.pearsonschools.com/pdf/casestudies/pearson-austin-2012.pdf>

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The District has identified the following areas as needing improvement and was aware of these needs prior to release of the Dashboard:

Santee School District does not fall in the "Red" or "Orange" on any of the evaluation rubric state indicators. We did receive yellow for the state indicator for suspension rate and the district will work to show progress toward green (Goal 1, Action 2; Goal 2, Action 2). Given the yellow color for this indicator, we identified three student groups with either in the "Orange" or "Red" category. Our significant need for improvement is with the "Socioeconomically Disadvantaged" and "Students with Disabilities" student groups falling in the "Orange" category, and the "Black or African American" student group falling in the "Red" category. We have added additional counselors within the district to design intervention and support services for these specific student groups (Goal 2, Action 2). Our schools are also participating in professional development and implementation on programs such as Restorative Practices, Sanford Harmony, and Trauma Informed Care (Goal 1, Action 2).

GREATEST NEEDS

LEVEL	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray	Green	Blue	Blue	Blue
Low	Gray	Yellow	Green	Green	Blue
Medium	Orange	Orange Asian	Yellow	Green	Green Filipino
High	Red	Orange	Orange	Yellow All Students (District Placement) Hispanic or Latino Two or More Races White	Yellow English Learners
Very High	Red	Red Black or African American	Red	Orange Socioeconomically Disadvantaged Students with Disabilities	Yellow

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

The District has identified the following student groups as falling 2 or more levels below "All Students" in English Language Arts and Mathematics:

- * Black or African American Ethnicity in English Language Arts
- * Students with Disabilities in both English Language Arts and Mathematics

The District has adopted instructional materials for Mathematics 2016-17 and English Language Arts/English Language Development for 2017-18 (Goal 1, Action 1). Each of these adoptions include intervention materials that can be used at the classroom level to support the specific student groups listed above (Goal 1, Action 11). We will continue to use individualized instructional materials (Goal 1, Actions 3, 4, 5, and 6) that have proven to make a difference in several student groups as identified in the section review of performance and progress. See Review of Progress section for research evidence.

English Language Arts (Grades 3-8) - Student Group Five-by-Five Placement

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow	Green	Blue	Blue • Filipino	Blue
High 10 points above to less than 45 points above	Orange	Yellow • Asian	Green	Green • All Students (District Placement) • Two or More Races • White	Blue
Medium 5 points below to less than 10 points above	Orange	Orange	Yellow	Green • Hispanic or Latino	Green
Low More than 5 points below to 70 points below	Red	Orange • Black or African American	Yellow • English Learners	Yellow • Socioeconomically Disadvantaged	Yellow
Very Low More than 70 points below	Red	Red • Students with Disabilities	Red	Orange	Yellow

Mathematics (Grades 3-8) - Student Group Five-by-Five Placement

LEVEL	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow	Green	Blue	Blue	Blue
High 5 points below to less than 35 points above	Orange	Yellow • Asian	Green	Green • Filipino • Two or More Races • White	Blue
Medium More than 5 points below to 25 points below	Orange	Orange	Yellow	Green • All Students (District Placement)	Green
Low More than 25 points below to 95 points below	Red	Orange • Students with Disabilities	Yellow	Yellow • English Learners • Socioeconomically Disadvantaged • Black or African American • Hispanic or Latino	Yellow
Very Low More than 95 points below	Red	Red	Red	Orange	Yellow

**PERFORMANCE
GAPS**

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The District is increasing or improving services for low-income students, English Learners, and foster youth in the following ways:

- [Goal 1: Action 8] Supplemental School Personnel: Several schools will provide additional intervention resource teachers and instructional aides to improve student learning
- [Goal 1: Action 9] Bilingual Assistants: Provide newcomer services for students just entering the United States; English Language instructional support for all English Learners; and translation services, if needed.
- [Goal 1: Action 10] Summer Bridge Program: Normally, we tend to observe a temporary decline in reading and math skills over the summer. The summer bridge program provides unduplicated count students an opportunity to maintain their reading and math skills.
- [Goal 1, Action 11] IPADs and Personalized Software Applications (Apps), such as Rosetta Stone, for English Learners
- [Goal 1: Action 12] Language Arts Specialists and Intervention Resource Teachers: Provide small group and individual instruction in reading and mathematics for students performing below grade level.
- [Goal 2, Action 2] Counselors/Social Workers: We believe the number of counselors/social workers to provide services to the unduplicated count students and their families will help to bolster college and career readiness skills, both academically and socially/emotionally

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$63,970,971.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$50,688,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Reconciling Items for Difference of General Fund Expenditures to LCAP:

Special Education: 12,246,213
 Title 1 Centralized: 43,274
 Title 2 Centralized: 127,222
 Title 3 Immigrant Not in LCAP: 7,560
 Title 3 LEP Not in LCAP: 11,128
 MediCAL Not in LCAP: 80,000
 Homeless Grant Not in LCAP: 51,209
 Prop 39 Energy Efficiency: 369,542
 Prop 20 Lottery Centralized: 64,837
 TUPE Not in LCAP: 26,864
 ASES Not in LCAP: 254,872
 Other/Rounding: (750)
 Total Reconciling Items: 13,281,971

\$52,656,872

2017-18 LCAP Goals

[illegible]

2017-18 LCAP Annual Update: Summary of Stakeholder Input

GOAL 1 (A)

1. Assure the highest level of educational achievement through implementation of the CCSS and continue support for California Standards implementation in ELA/ELD and mathematics and all content areas and personalized learning experiences.
2. Increase the annual rate of reclassification of English Learner students to English Proficient as measured by CELDT, reclassification rate, and other state and local student assessment data.
3. Increase support for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, 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 continue to implement the new state assessment system (Alternative Assessment for student with disabilities).
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)
8. Maintain and enhance middle school electives

GOAL 2 (B)

1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and Caring Schools survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Decrease chronic absenteeism
4. Increase the percent of students meeting the Physical Fitness Test
5. Maintain or increase the support for mental health services and counseling services

GOAL 3 (C)

1. Increase parent participation in programs and volunteer activities as measured by 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

2017-18 LCAP Annual Update Summary

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2017-18 Estimated Costs	2018-19 Estimated Costs	2019-20 Estimated Costs
1	<p>BASE:</p> <p>Provide a core/base program consisting of the following:</p> <p>1) Appropriately credentialed and assigned highly qualified classroom teachers for 24:1 class size K-3 and 31:1 district-wide average for K-8</p> <p>2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines</p> <p>3) School office staff in accordance with established staffing guidelines</p> <p>4) School Campus Aides in accordance with established staffing guidelines</p> <p>5) School Instructional Media Technicians in accordance with established staffing guidelines</p> <p>6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines</p> <p>7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments</p> <p>8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs)</p> <p>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</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 that attracts and retains highly qualified staff</p>	x				\$45,838,000	\$46,254,000	\$45,763,000
2	<p>SUPPLEMENTAL:</p> <p>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, including English Language Development for English learners</p>		x					\$997,000
3	<p>SUPPLEMENTAL:</p> <p>Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; and for teachers and classified instructional staff to support student learning.</p>	x	x			\$904,000	\$175,000	\$184,000
4	<p>SUPPLEMENTAL:</p> <p>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>	x	x			\$820,000	\$820,000	\$820,000

2017-18 LCAP Annual Update Summary

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2017-18 Estimated Costs	2018-19 Estimated Costs	2019-20 Estimated Costs
5	SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum	x	x		A	\$228,000	\$228,000	\$228,000
6	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	x	x		A	\$464,000	\$486,000	\$510,000
7	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	x	x		A	\$21,000	\$21,000	\$21,000
8	TARGETED: Provide supplemental school personnel for intervention services to improve student learning		x	x				
9	TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas		x	x	A	\$176,000	\$185,000	\$194,000
10	TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources		x	x				
11	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		x	x	A	\$63,000	\$65,000	\$66,000
12	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		x	x	A	\$314,000	\$314,000	\$314,000
13	SUPPLEMENTAL: Provide attendance and behavioral incentives; school connectedness endeavors; and other student well-being initiatives	x	x		A	\$929,000	\$975,000	\$1,024,000
14	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 and parents toward College and Career Readiness		x	x	B	\$20,000	\$20,000	\$20,000
					B	\$534,000	\$559,000	\$587,000

2017-18 LCAP Annual Update Summary

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)	2017-18 Estimated Costs	2018-19 Estimated Costs	2019-20 Estimated Costs
15	SUPPLEMENTAL: Provide workshops and expand use of electronic and face-to-face methods for parents to connect and engage within the school community	x	x		C	\$18,000	\$18,000	\$18,000
District-Total						\$50,689,000	\$51,271,000	\$50,959,000