

Santee School District



Local Control Accountability Plan (LCAP) *2016 Executive Summary*

Board of Education

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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. In 2015-16, the Board adopted the LCAP Annual Update which incorporates 2015-16, 2016-17, and 2017-18. The LCAP is the governing document that establishes goals and action steps for the District to increase or improve services for all students. The LCAP links Local Control Funding Formula (LCFF) funds with action steps and services.

The District's LCAP contains five (5) Goals which link to the eight (8) State Priority Areas and 20 Actions/Services to achieve those goals. Fifteen (15) of the Actions/Services pertain to all students and significant subgroups and five (5) 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 nearly \$47 million over the three-year period. Four (\$4) million of this amount pertains specifically to the District's Digital Learning Initiative contained within seven (7) of the Actions/Services.

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 five (5) 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 and the identified needs will help to inform the decision making process for modifying the LCAP annually, if warranted.

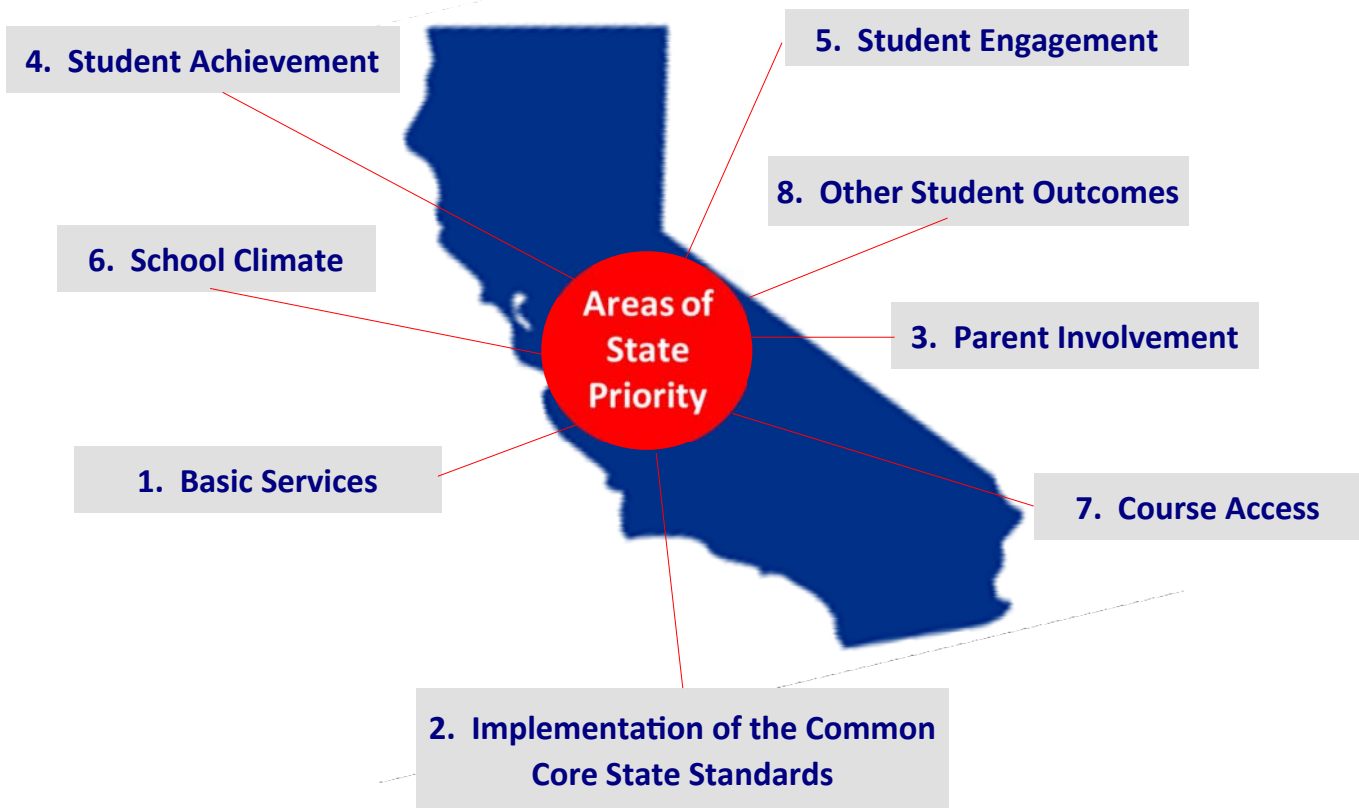
Some of the LCAP Needs Assessment data elements are standardized by the State and readily available for previous years. Others are locally defined. Furthermore, with the change in the State's assessment system, comparison of new data with prior year's data will not be possible for this category. In this year's Executive Summary, the District reports baseline data measuring student achievement at the State and local level. In subsequent years, the District will publish trend data for multiple years in all metrics to allow 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

The Governing Board values and appreciates community involvement and suggestions (or recommendations) as the District's LCAP Goals and assessment of progress are reviewed each year. With the overarching goal of improving student learning, the LCAP describes how funds will be expended to increase and enhance services. Working together with parents, community members and staff, the Governing Board is dedicated to providing a high quality education for all students.

*- Barbara Ryan, President
Santee School District Board of Education*

California's Eight State Priority Areas



Santee School District's Board of Education Goals

Goal A	Improve student learning of Common Core State Standards in English Language Arts (ELA)/English Language Development (ELD) and Mathematics through high quality instruction with technology integration for acquisition of 21st Century Learning skills
Goal B	Demonstrate annual growth as measured by the new California State Accountability System which includes California Assessment of Student Performance and Progress (CAASPP)
Goal C	Engage students in relevant, personalized learning experiences that integrate critical thinking, communication, collaboration, and creativity to promote a passion for learning
Goal D	Improve and/or increase services to support the social, emotional, and physical well-being of students and their families
Goal E	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)	Associated State Priority Areas	2015-16 Estimated Costs	2015-16 Sub-Actions	% Complete for 2015-16 Portion	2015-16 Status
1	Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments	A, B, C	1, 2, 3, 4, 5, 7	\$1,100,000	Deploy and implement devices for Grades 6 - 8. Purchase, deploy, and implement devices for Grades K- 2	100.00%	<i>Approximately 2,400 iPads deployed for Grade 6 - 8 students September 2015. Approximately 2,100 iPads scheduled to be deployed to Grade K - 2 students by end of February 2016 to complete K-8 deployment.</i>
2	Establish and fund a technology reserve to provide sufficient funding for replenishment of teacher devices, student devices, and infrastructure equipment as they become obsolete	A, B, C	1, 2, 4, 5, 7	\$720,000	Fund an annual contribution amount based on a four year life-cycle for devices	100.00%	<i>\$720,000 transfer to Fund 40 budgeted and scheduled for February 2016. Board allocated an additional \$705,000 for 2015-16. Additional on-going \$82,000 transfer to be made for replenishment of teacher laptops.</i>
3	Improve network infrastructure to include increased bandwidth, sufficient wireless access points, scaleable and reliable equipment, physical security, and device and software management systems	A, B, C	1, 2, 4, 5, 7	\$412,000	Monitor and adjust bandwidth capacity and wireless access points as needed, replace existing core switch, replace existing storage device for virtual servers and network shares, replace PBX voice communication system, improve network cabling as needed, and evaluate on-going technology infrastructure needs	80.00%	<i>PBX voice communication system and storage device for virtual servers replaced Summer 2015. Core switch replacement tentatively scheduled for Summer 2016. Bandwidth and wireless usage continues to be monitored and analyzed for potential improvement.</i>
4	Increase technology operations staffing to improve reliability of digital network and devices	A, B, C	1, 2, 4, 5, 7	\$200,000	Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate	100.00%	<i>Staffing levels from 2014-15 maintained to include increase of 3.0 FTE. Staffing levels and workload continue to be monitored for possible additional or reconfigured staffing need to maintain and improve reliability of digital devices and network.</i>

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2015-16 Estimated Costs	2015-16 Sub-Actions	% Complete for 2015-16 Portion	2015-16 Status
5	Explore and implement Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials	A, B, C	1, 2, 4, 5, 7	\$1,100,000	Maintain systems and expand use and functionality; purchase digital core curriculum for math	100.00%	<i>Continued to operate Safari Montage (Educational Content Management), Schoolnet (Student Data Management System), DreamBox (Math Learning System), and Achieve3000 (Reading System). Math Core Curriculum with digital component (Math Expressions: Houghton Mifflin Harcourt) selected by teacher pilot committee. Purchase of materials and professional development for implementation completed.</i>
6	Hire Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, and Science	A, B, C	1, 2, 4, 5, 7	\$270,000	Continue providing Teachers on Special Assignment. Monitor and evaluate ongoing need and adjust, when appropriate	100.00%	<i>Continued provision of four (4) Curriculum Resource Teachers. Added 0.50 FTE Demonstration Teacher for Hill Creek.</i>
7	Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to develop curriculum guides to support classroom instruction	A, B, C	1, 2, 4, 5, 7	\$6,000	Continue to convene team, as needed, to refine curriculum guides used by teachers	100.00%	<i>Curriculum Leadership Team will be convened as needed. Currently not needed.</i>
8	Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development, by initiating personalized learning through release time, after school workshops, conference attendance, webinars, MOOCs, etc.	A, B, C	1, 2, 4, 5, 7	\$200,000	Develop and implement a Professional Development Annual Plan to include professional development for Certificated and Classified staff	100.00%	<i>Professional Development completed for digital learning for Grades 6 - 8 and K - 2 to include teachers, Instructional Aides, and Instructional Media Techs. Site Professional Development for implementation of Achieve3000 and DreamBox being conducted and will be on-going. Site Professional Development for implementation of school vision to be conducted as needed. Professional Learning Plan stipends for teachers implemented again for 2015-16. Autism training offered to Special Ed Instructional Aides.</i>

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2015-16 Estimated Costs	2015-16 Sub-Actions	% Complete for 2015-16 Portion	2015-16 Status
9	Increase and realign school budget allocations to mirror the new Local Control Funding Formula by providing augmentations for schools with higher populations of low socio-economic students, English Learners, and Foster Youth. Schools to use funds for parent workshops and institutes, school connectedness endeavors, attendance and behavioral incentives, and other student well-being initiatives	A, B, C, D, E	1, 2, 3, 4, 5, 6, 7, 8	\$430,000	Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and district-wide instructional resources	100.00%	<i>Continued school budget allocations based on LCFF model and revised to provide District-level purchase of iPad keyboards and instructional resources including those described in Action #5. Individual school sites review and select specific intervention instructional resources using their school budget allocations.</i>
10	Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students	A, B, C	1, 2, 4	TBD	Provide a compensation package of salary, health benefits, and retirement benefits that attracts and retains high quality staff members and increases or improves services for all students	N/A	<i>Increased contributions to STRS and PERS by approximately \$700,000 for retirement benefits in accordance with statutory requirements. Professional Learning Plan stipend of \$315 per individual offered to teachers. Completed negotiations with Santee Teachers Association for dedicated time for on-going Professional Development and compensation increase related to salary and health benefits. Still in negotiations with Classified School Employees Association for compensation increase related to salary and health benefits.</i>

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2015-16 Estimated Costs	2015-16 Sub-Actions	% Complete for 2015-16 Portion	2015-16 Status
11	Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	D, E	3, 5, 6	\$9,000	Conduct institutes to train parents on how to use technology and support their children. Convene District and site committees to obtain input on District decisions. Include translation services. Conduct digital citizenship and informational literacy training for students and integrate student communication systems. All of these actions will include or focus on parents of English Learner, low socioeconomic, Foster Youth students, and students with exceptional needs.	100.00%	<i>Increased parent participation on District Advisory Council (DAC). Schools and District Office offering parent institutes on various topics. More parents involved with social media connections. Digital Citizenship training provided for all students.</i>
12	Establish an annual set-aside for addressing significant facility component repair/replacement needs to ensure school facilities are maintained in a safe condition and in good repair	D	1	\$535,000	Make transfer to Deferred Maintenance Fund and Develop/Implement plan for use of funds	100.00%	<i>\$535,000 transferred to Fund 14 for Deferred Maintenance needs. Additional one-time allocation of \$500,000 approved by Board for transfer to Fund 40 for other facility needs.</i>
13	Increase Routine Restricted Maintenance Account (RRMA) to 3% of Total General Fund outgo and adjust budget allocations to improve staffing configuration for faster work order response time	D	1	\$338,000	Increase transfer to RRMA to equal 3% of total outgo. Continue to evaluate staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate	100.00%	<i>Transfer to Routine Restricted Maintenance Account revised to approximately 2.35% in accordance with State budget flexibility.</i>
14	Provide Bilingual Assistants to schools to assist English Learner students	A, B, C	2, 4, 5, 6	\$125,000	Allocate Bilingual Assistants based on the needs of students to support ELD instruction	100.00%	<i>Continued provision of 3.50 FTE bilingual assistants and added 0.50 FTE for increased enrollment and need.</i>

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2015-16 Estimated Costs	2015-16 Sub-Actions	% Complete for 2015-16 Portion	2015-16 Status
15	Provide curriculum guides for English Language Development	A, B, C	1, 2, 4, 7	\$480	Continue to convene team to refine curriculum guides used by teachers, as needed	100.00%	<i>Action expanded to include providing instructional resources specifically for English Learners. Thirty-eight (38) licenses purchased for Rosetta Stone for teaching English. Bilingual Assistants and Language Arts Specialists continue to work on instructional sequencing.</i>
16	Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	A, B, C	2, 4, 7	\$6,300	Develop plan for providing a two-week summer bridge program twice during the Summer of 2016. Develop and implement criteria for determining participation. Purchase needed instructional materials.	25.00%	<i>Hired Administrator to begin planning for Summer 2016 program with two, two-week sessions. Recruitment of teachers scheduled for late Spring.</i>
17	Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	A, B, C	2, 4, 7	\$25,000	Review and implement Math intervention materials. Conduct pre-assessments.	100.00%	<i>Supplemental intervention materials included with new Mathematics adoption to support all students. Thirty-eight (38) licenses for Rosetta Stone purchased for English Language Development.</i>
18	Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth	A, B, C	2, 4, 7	\$14,190	Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate.	100.00%	<i>Purchased creation apps such as Book Creator, Explain Everything, Near Pod, Typing Agent, etc. to support the unique needs of Unduplicated Count students. Achieve3000 and DreamBox provide personalized learning opportunities for all students, including those in the Unduplicated Count.</i>

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2015-16 Estimated Costs	2015-16 Sub-Actions	% Complete for 2015-16 Portion	2015-16 Status
19	Provide more Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards	D	7, 8	\$30,000	Provide one-time allocations to schools based on enrollment to purchase PE equipment	100.00%	<i>\$30,000 allocated to schools for purchase of PE equipment for 2015-16. Board allocated an additional \$130,000 for PE equipment and curriculum over a two-year period. Use of additional funds and structure of program still being explored.</i>
20	Provide a core program that provides highly qualified teachers, administrators, counselors, social workers, nursing staff, and other instructional and operational support personnel; the instructional program; and safe, clean, and functional facilities; to assure students receive a quality education and are empowered to achieve academic excellence and develop life skills needed for success in a diverse and changing society	A	1, 2, 3, 4, 5, 6, 7, 8	\$42,169,423	Fund on-going cost increases for automatic step and column salary advancements, increases to health and statutory benefits, negotiated salary increases for employees not specifically linked to other LCAP Actions/Services, and inflationary and workload increases for utilities and general services	100.00%	<i>Funded existing core program. Added five (5) FTE General Education teachers for increased enrollment. Added 0.50 Admin Intern for Pepper Drive for increased enrollment. Added 1.5 FTE Special Education teachers for increased need.</i>

District-Total

\$47,690,393

Metrics and Data for Eight State Priority Areas

Conditions of Learning	2012-13	2013-14	2014-15	Change between 2013-14 & 2014-15	Comments
1. Basic Services					
Goals: A, D					
LCAP Actions and Services: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15, 20					
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2014-15 Target
Highly Qualified Teacher Rate	100.0%	99.9%	100.0%	0.1%	Met 2014-15 Target
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2014-15 Target
Teacher Misassignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2014-15 Target
Number of Curriculum Support Teachers	0	4	4	0	Met 2014-15 Target
Teacher of English Learners Misassignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2014-15 Target
Student Lacking Own Copy of Textbook Rate	0.0%	0.0%	0.0%	0.0%	Met 2014-15 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2014-15 Target
Local Facility Inspection Rating	N/A	N/A	2.56	Baseline Data	On a scale from 1 to 4 (4 being highest). Baseline data in 2015-16.
2. Implementation of State Standards					
Goal: A					
LCAP Actions and Services: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 20					
District ELA Performance Task: District Benchmark Assessment	N/A	N/A	63.89%	Baseline Data	New CCSS aligned ELA performance tasks started in Fall 2014
District Reading Assessment: Santee School District Identified	N/A	N/A	67.81%	Baseline Data	New CCSS aligned ELA reading assessments started in Fall 2014
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	N/A	N/A	N/A	N/A	New SBAC Interim Assessments started Fall 2015
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Math	N/A	N/A	N/A	N/A	New SBAC Interim Assessments started Fall 2015
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	N/A	N/A	N/A	N/A	Observation data collection starting in 2015-16 school year
7. Course Access					
Goal: A					
LCAP Actions and Services: 1, 2, 3, 4, 5, 6, 7, 8, 9, 15, 16, 17, 18, 19, 20					
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%	0.0%	Met target
Student Electives	20	19	21	2	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 No Child Left Behind (NCLB) highly qualified requirements
 - All teachers have appropriate credentialing/authorizations
 - Additional teachers assigned full-time to support classroom teachers in implementation of State Standards
 - 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**
 - Baseline data for District assessments aligned to California Common Core State Standards
- **Course Access**
 - All English Learners are enrolled in an integrated and designated English Learner Development course
 - Increase in student electives

Stakeholder Conclusions and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Pupil Outcomes	2012-13	2013-14	2014-15	Change between 2013-14 & 2014-15	Comments
4. Pupil Achievement		Goals: A, B LCAP Actions and Services: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 16, 17, 18, 20			
California Assessment of Student Performance and Progress (CAASPP): English Language Arts Overall Achievement Level Descriptors (ALD) 3 or 4	N/A	N/A	54.00%	Baseline Data	New CAASPP ELA Assessments administered in Spring of 2015
California Assessment of Student Performance and Progress (CAASPP): Math Overall Achievement Level Descriptors (ALD) 3 or 4	N/A	N/A	43.00%	Baseline Data	New CAASPP Math Assessments administered in Spring of 2015
California Assessment of Student Performance and Progress (CAASPP): Science (to be determined)	N/A	N/A	N/A	N/A	Under development by California Department of Education
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed)	N/A	N/A	N/A	N/A	Pilot Testing in 2015-16
California State Accountability System	N/A	N/A	N/A	TBD	Under development by California Department of Education
English Learners Making Progress Towards English Proficiency (AMAO 1)	66.8%	67.0%	67.5%	0.5%	Exceeded State Target
English Learners in Cohort Attaining English Proficient Level (AMAO 2 <5 Years)	39.3%	43.2%	42.8%	-0.4%	Exceeded State Target
English Learners in Cohort Attaining English Proficient Level (AMAO 2 >=5 Years)	66.7%	60.6%	56.5%	-4.1%	Exceeded State Target
English Learner Reclassification Rate	19.5%	18.2%	11.1%	-7.1%	Did Not Increase Reclassification Rate
8. Other Pupil Outcomes		Goal: D LCAP Actions and Services: 9, 19, 20			
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	49.88%	50.59%	49.70%	-0.89%	Did Not Increase Percentage

Data Analysis

Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes

- **Pupil Achievement**
 - Baseline Data for CAASPP ELA indicates 54% of our students scored “meets or exceeds” State Standards
 - Baseline Data for CAASPP Mathematics indicates 43% of our students scored “meets or exceeds” State Standards
 - The California Department of Education is in the process of developing a new accountability system
 - Santee School District exceeds state target of 60.5% in AMAO1 (Annual Measureable Achievement Objective)
 - AMAO2 <5 years in EL program cohort; exceeds State target of 24.2%
 - AMAO2 >=5 years in EL program cohort; exceeds State target of 50.9%
 - The District’s English Language Reclassification rate did meet the State average of 11%
- **Other Pupil Outcomes**
 - Physical Fitness test results declined by less than 1%

Stakeholder Conclusions and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Engagement	2012-13	2013-14	2014-15	Change between 2013-14 & 2014-15	Comments
3. Parent Involvement		Goal: E LCAP Actions and Services: 9, 11, 20			
Number of Volunteer Hours	N/A	32,700	38,522	5,822	Exceeded previous year volunteer hours
Number of Parent Committee Members	N/A	231	216	-15	Did not increase number of parent committee members
5. Pupil Engagement		Goal: C LCAP Actions and Services: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 20			
Attendance Rate	96.31%	96.38%	96.46%	0.08%	Exceeded previous year's attendance rate
Chronic Absenteeism Rate	4.00%	3.80%	5.88%	2.08%	Did not decrease Chronic Absenteeism Rate
Middle School Dropout Rate	Rate cannot be calculated due to being an Elementary District				
6. School Climate		Goal: D LCAP Actions and Services: 9, 11, 14, 20			
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	N/A	N/A	34.7 : 1,000	Baseline Data	2014-15 is the first year for SART Contract Rate data
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	N/A	N/A	1.69 : 1,000	Baseline Data	2014-15 is the first year for SARB Referral data
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	6.20%	6.50%	5.30%	-1.20%	Decrease in both in-school and out-of-school suspensions
4th-8th Graders Feeling Safe at School	88.14%	90.01%	89.22%	-0.79%	Did not increase percent of 4th -8th Graders Feeling Safe at School
California Healthy Kids Survey	N/A	N/A	N/A	N/A	Data available in 2015-16

Data Analysis

Engagement: Parent Involvement, Pupil Engagement, and School Climate

- **Parent Involvement**
 - The number of Parent Volunteer Hours increased
 - The number of Parent Committee Members decreased by 15 from prior year
- **Pupil Engagement**
 - Attendance Rate increased by 0.08% over the previous year
 - Chronic absenteeism (percentage of students who were absent more than 10% of school days) increased by 2.08% over the previous year
- **School Climate**
 - Baseline data for SART and SARB
 - The District's suspension rate exceeds the State average of 3.8%. The District rate includes both in-school and out-of school-suspensions. Whereas some districts throughout the State only reported out-of-school suspensions
 - The Caring School Survey is given throughout the District and measures the degree that 4-8th grade students feel somewhat safe, safe, or very safe. This rate decreased by 0.79% from the prior year

Stakeholder Conclusions and Input Notes

Santee District Schools

Cajon Park

Carlton Hills

Carlton Oaks

Chet F. Harritt STEAM Magnet School

Hill Creek

Pepper Drive

PRIDE Academy

Rio Seco

Sycamore Canyon

Santee Success Program

Alternative School



Santee School District's
1:1 Digital Initiative:
If You Give a Kid an iPad



Vision Statement

Santee School District will be an innovative leader in education, inspiring students to realize their unique potential.

Mission Statement

Santee School District assures a quality education, empowering students to achieve academic excellence and to develop life skills needed for success in a diverse and changing society.

Stakeholder Input Timeline

Action Step	Venue/Method	Date/Time Period
LCAP Annual Review with Community Stakeholders	LCAP Meeting	March 7, 2016
Provide status report to Santee Teachers Association and obtain comments	Employer - Employee Relations Committee Meeting	Spring 2016
Provide status report to Classified School Employee Association and obtain comments	Employer - Employee Relations Committee Meeting	Spring 2016
Inform public of opportunity to provide input	Post on District and school websites	May 6, 2016
Obtain parent/staff input on update of annual LCAP	District-level English Language Advisory Council (DELAC) Meeting(s)	May 6, 2016
Obtain parent/staff input on update of annual of LCAP	District Advisory Council (DAC) Meeting(s)	May 12, 2016
Conduct Public Hearing	Board Meeting	June 7, 2016
Adopt LCAP and 2016-17 District Budget	Board Meeting	June 21, 2016

Key Terms

LCFF	Local Control Funding Formula
LCAP	Local Control Accountability Plan
CCSS	Common Core State Standards
SBAC	Smarter Balanced Assessment Consortium
CAASPP	California Assessment of Student Performance and Progress
ALD	Achievement Level Descriptors
ELA	English Language Arts
ELD	English Language Development
FTE	Full-Time Equivalent