Santee School District

Local Control Accountability Plan (LCAP)

2017 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. 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 five (5) Goals which link to the eight (8) State Priority Areas and 25 Actions/Services to achieve those goals. Twenty (20) 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 over $50 million annually. $2 million of this amount pertains specifically to the District's Digital Learning Initiative contained within six (6) 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 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. The State's new accountability system will take into account multiple measures across the eight (8) State Priority Areas outlined in the LCFF legislation. This year the State will provide LCFF Evaluation Rubrics as part of the new accountability system. Performance will be measured by both achievement and growth. These rubrics are designed to identify strengths and areas of need within the District and schools. The performance categories will be color coded for easier identification.
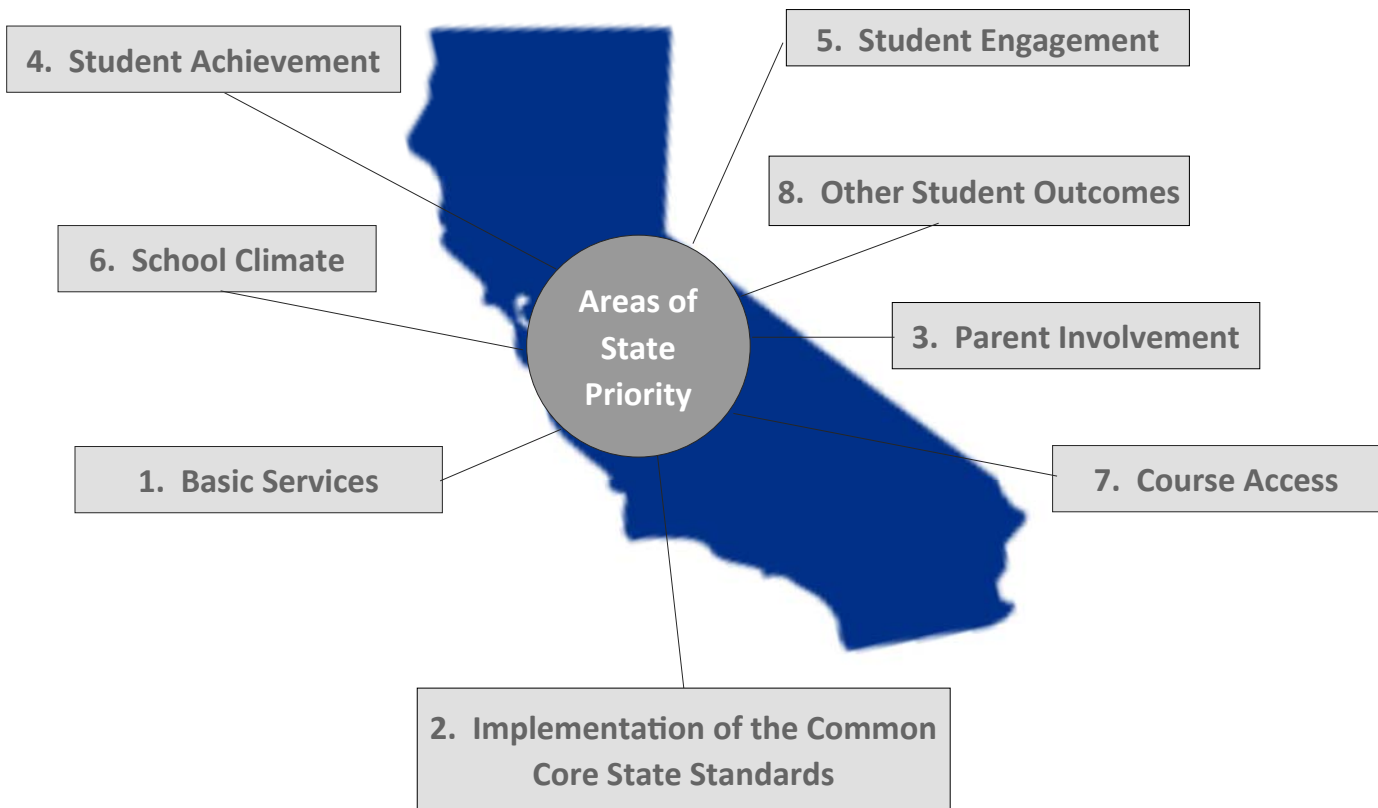
In the Executive Summary, the District reports student achievement using multiple measures at the State and local level. This data allows more in-depth identification of student needs and stakeholder input for on-going development of the District's continuous improvement plan.

Santee School District's LCAP Plan can be viewed at: www.santeesd.net

The Governing Board appreciates and values community involvement and input during the yearly review of our District's LCAP Goals and assessment of progress. 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. Working together with parents, community members and staff, the Governing Board is dedicated to providing a high quality education for all students.

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

California's Eight State Priority Areas

4. Student Achievement

5. Student Engagement

8. Other Student Outcomes

6. School Climate

Areas of State Priority

3. Parent Involvement

1. Basic Services

7. Course Access

2. Implementation of the Common Core State Standards

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	2016-17 Estimated Costs	2016-17 Sub-Actions	% Complete for 2016-17 Portion	2016-17 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, 4, 5, 7	$125,000	Implement devices for new students. Provide new/revised apps and software as appropriate e.	100.00%	New students have been provided an IPAD. Additional IPADs purchased for spares at each school. IPADs also purchased for classroom instructional support staff. New and revised apps provided as needed.
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	$802,000	Fund an annual contribution amount based on a 4 year life-cycle for devices. Add set-aside for replacement of teacher laptops on a 5 year cycle.	100.00%	Deposited annual contribution of $720,000 based on a 4 year life-cycle for teacher and student IPADs. Deposited $82,000 for replacement of teacher laptops on a 5 year cycle. Added set-aside for replacement of IPADs for classified instructional support staff in the amount of $18,000.
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	$250,000	Install upgraded network equipment with higher speed capability and improved functionality; install fiber optic cabling between various locations to increase bandwidth capability; and protect sensitive network equipment with new Uninterruptible Power Supplies	60.00%	Firewall, backup equipment, and content filter upgraded. Network bandwidth to Internet to increase from 1GB to 2GB March 2017. MDF and IDF switches to be replaced Spring 2017. New Fiber Optic cabling for Pepper Drive, the District Office Compound, and Cajon Park Annex to be installed Spring Break. New Uninterruptible Power Supplies for network equipment to be installed March 2017.
4	Provide sufficient technology operations staffing to improve and maintain reliability of digital network and devices	A	1, 2, 4, 7	$239,000	Monitor and evaluate needs and optimal service levels to determine appropriate staffing configuration. Continue additional staffing levels, as appropriate.	100.00%	Permanent staffing levels maintained at 2015-16 levels. Temporary staff provided for IPAD configuration and distribution during the summer. No indication that additional permanent staffing is needed for this year.
5	Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and Instructional resources and materials contingent upon available funding	A,C	1, 2, 4, 5, 7	$250,000	Continue to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System) and expand use and functionality	100.00%	Expanded the use of SchoolNET by constructing assessments used by teachers to monitor student learning. Teachers continue to expand and refine use of Safari Montage, Dreambox, and Achieve 3000. Lexile levels in Achieve 3000 used to monitor student reading achievement and make instructional decisions.

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2016-17 Estimated Costs	2016-17 Sub-Actions	% Complete for 2016-17 Portion	2016-17 Status
6	Provide Teachers on Special Assignment to provide coaching support for classroom teachers in English Language Arts, Mathematics, Science, and technology integration	A,C	1, 2, 4, 5, 7	$534,000	Continue providing 4.0 FTE District Teachers on Special Assignment and 0.5 FTE for designated school. Monitor and evaluate on-going need and adjust, when appropriate	100.00%	Teachers on Special Assignment continue to provide on-going support to classroom teachers including coaching, lesson study, lesson planning, and curricular decision-making.
7	Develop and implement a Curriculum Leadership Team comprised of Administrators and Teachers to inform decision-making regarding adoption of curriculum	A	1, 2, 4, 7	$22,500	Convene team for adoption of ELA/ELD curriculum	100.00%	Team convened for ELA/ELD curriculum pilot.
8	Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards, including English Language Development	A,C	1, 2, 4, 5, 7	$780,000	Develop and implement a Professional Development Annual Plan to include professional development for Certificated and Classified staff. Continue to utilize Personalized Learning Plan for certificated staff. Extend time for Professional Growth Activities to occur on a regular basis in accordance with new bargaining unit contract provisions.	70.00%	Completed 5 days of new teacher training for digital learning. Professional development for mathematics adoption completed. 2 days of training conducted for Special Education Instructional Aides. All classified staff members were invited to participate at the beginning of the year PD event. Professional development offered to Instructional Media Technicians. Completed about 2/3 of the 27 school based PD days.
9	Align 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.	C,D,E	1, 3, 5, 6, 7, 8	$410,000	Continue new school funding allocation model and incorporate revisions for centrally funded school purchases and provision of district-wide resources	100.00%	Allocations provided based on a model aligned to the LCFF funding. Developed and implemented a School Budget Planning Tool for schools to align their budgets with their Single Plan for Student Achievement (SPSA) and to provide more accountability and transparency for school expenditures.

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2016-17 Estimated Costs	2016-17 Sub-Actions	% Complete for 2016-17 Portion	2016-17 Status
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	1, 2, 4, 7	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.	100.00%	Negotiated salary increases, BTSA (Beginning Teacher Support and Assessment) and 6th grade camp stipends, and health CAP benefit increases for both active employees and retirees implemented 2015-16 and 2016-17.
11	Expand use of electronic and face-to-face methods for parents and students to connect and engage within the school community	D,E	1, 3, 5, 6, 8	$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, and Foster Youth students and students with exceptional needs.	70.00%	Schools have been holding parent workshops to learn about utilizing Powerschool to obtain their child(ren)'s grade, attendance, and assignment completion data. Schools have conducted digital citizenship sessions with parents. Some schools are doing reading nights, math nights, etc. throughout the year. Advertised opportunities for parents to participate on district level committees. There is an increase in parents signing up to participate on committees. Committee meetings are conducted periodically throughout the year.
12	Fund Deferred Maintenance Account at levels necessary to address 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%	Deferred Maintenance transfer budgeted. Cash transfer to be made by February.
13	Fund Routine Restricted Maintenance Account in accordance with State requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.	D	1	$470,000	Continue to evaluate maintenance staffing configuration and non-salary budget in view of needs and develop plans for revision, as appropriate	100.00%	District continues to monitor staffing levels for Maintenance. Groundsworker staffing increased by 0.50 FTE. State reduced Routine Restricted Maintenance Account (RRMA) Transfer requirement and initiated a multi-year phasing to gradually increase back to 3%. District funded RRMA above the State's 2016-17 minimum required level.

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2016-17 Estimated Costs	2016-17 Sub-Actions	% Complete for 2016-17 Portion	2016-17 Status
14	Provide Bilingual Assistants to schools to assist English Learner students	A,B	2, 4, 7	$142,000	Allocate Bilingual Assistants based on the needs of students to support ELD instruction	100.00%	Schools with a higher percentage of English Learners are allocated more time for Bilingual Assistants than those with lower percentages.
15	Create a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources	A,B	2, 4, 7	$109,000	Implement summer bridge program July 2016	100.00%	Conducted 2, 2 week sessions. Approximately 200 students participated. Students had an opportunity to engage in math and reading intervention to support their continuity of learning.
16	Procure and implement supplemental intervention materials for ELA and Mathematics for students with lower academic achievement	A	1, 2, 4, 7	$375,000	Pilot, select, and purchase ELA/ELD intervention materials in Program 4	100.00%	Recommended materials for adoption to support students with special needs. Purchased web based software and apps to support unduplicated count students.
17	Implement apps and software systems to address the unique needs of low-socioeconomic students, English Learners, students with exceptional needs, and Foster Youth	A,C	1, 2, 4, 5, 7	$15,000	Maintain apps and software for ELD instruction. Continue to research apps and software and implement, when appropriate.	100.00%	Purchased web based software and apps to support unduplicated count students.
18	Provide more Physical Education equipment and training for teachers to deliver Physical Education instruction aligned with State standards	D	1, 8	$130,000	Provide one-time allocations to schools based on enrollment to purchase PE equipment	100.00%	Schools purchasing materials and Professional Development to occur in January at all schools.

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2016-17 Estimated Costs	2016-17 Sub-Actions	% Complete for 2016-17 Portion	2016-17 Status
19	Implement plan to ensure every non-management certificated staff member has a laptop for their productivity and teaching preparation	A	2, 4	$95,000	Purchase and provide laptops in accordance with Year 2 of 4 year rollout plan	100.00%	Laptops provided to round 2 teachers. 87 new laptops configured and distributed.
20	Expand elective course offerings such as coding, visual and performing arts, STEM (Science, Technology, Engineering, Math) related opportunities, etc.	C	5, 7	$495,000	Explore and plan for additional middle school electives. Provide allocations to schools for purchasing science equipment.	100.00%	Completed 2016-17 Sub-Action to provide allocations to schools. Working on 2017-18 Sub-Action to implement in 2016-17. Developed a plan template for submission and approval of middle school elective course offerings. Schools presenting plans to the Board for approval. Implementation to occur upon approval.
21	Provide curriculum and instructional materials for implementation of Common Core State Standards	A,B	1, 2, 4, 7	$1,950,000	Pilot, select and purchase core curriculum for ELA/ELD (Program 2) with designated/integrated language support. Pilot, select and purchase core curriculum for Math Grades 6 through 8.	70.00%	Teachers engaged in first pilot for ELA/ELD program 2. Teachers engaged in first pilot for Math Grades 6 thru 8. Full purchases to occur by end of the school year.
22	Provide academic and behavioral supports to address the social and emotional learning needs of students	D	6	$170,000	Increase availability of Counselors/Social Workers to improve service and response time for students contingent upon available funding	100.00%	Counselors/Social Workers increased from 3.4 FTE to 6.0 FTE. Each school experienced an increase in the number of days of counseling services.
23	Provide support for teachers new to the teaching profession to acquire the necessary knowledge and skills	A	1	$25,000	Reimburse new teachers who complete a State required induction program (BTSA: Beginning Teacher Support and Assessment) once they become permanent in the district	N/A	BTSA is a 2 year program effective July 1, 2016. First accounting will occur in 2017-18.

Status of LCAP Actions/Services Implementation

#	Action	Associated Goal(s)	Associated State Priority Areas	2016-17 Estimated Costs	2016-17 Sub-Actions	% Complete for 2016-17 Portion	2016-17 Status
24	Provide Personnel and Instructional Materials for intervention with students who are performing at lower academic levels to support personalized learning	A,C	2, 4, 7	$933,000	Provide a Language Arts Specialist or Intervention Resource Teacher for each school site	100.00%	Each school has a full-time Language Arts Specialist or Intervention Resource Teacher to provide direct services to unduplicated count students.
25	Provide a core program with 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,B,C,D	1, 2, 4, 5, 6, 7, 8	$42,700,000	Fund on-going cost increases for automatic Step & 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%	Core program funded 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. Continue to add and refine core staffing and services appropriate to program needs.
	District-Total			**$51,565,500**			

Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2013-14	2014-15	2015-16	Change between 2014-15 & 2015-16	2013-14	2014-15	2015-16	Change between 2014-15 & 2015-16
Total Enrollment	**6,394**	**6,472**	**6,695**	**223**	6,236,672	6,235,520	6,226,737	-8,783
Percent of Students Socio-economically Disadvantaged	41.73%	39.24%	41.14%	1.90%	60.90%	60.37%	60.50%	0.13%
Percent of English Learners	8.04%	8.48%	8.92%	0.43%	22.67%	22.30%	22.10%	-0.20%
Percent of Students with Disabilities	11.85%	12.67%	12.37%	-0.30%	11.31%	11.51%	11.79%	0.28%

Conditions of Learning	2013-14	2014-15	2015-16	Change between 2014-15 & 2015-16	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 2015-16 Target
Highly Qualified Teacher Rate	99.9%	100.0%	100.0%	0.0%	Met 2015-16 Target
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2015-16 Target
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2015-16 Target
Number of Curriculum Resource Teachers	4	4	4	0	Met 2015-16 Target
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2015-16 Target
Student Lacking Own Copy of Textbook Rate	0.0%	0.0%	0.0%	0.0%	Met 2015-16 Target
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2015-16 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	63.89%	60.66%	-3.23%	New CCSS aligned ELA performance tasks started in Fall 2014
District Reading Assessment: Santee School District Identified	N/A	52.44%	55.03%	2.59%	New CCSS aligned ELA reading assessments started in Fall 2014
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	N/A	N/A	77.80%	Baseline Data	New SBAC Interim Assessments started in Fall 2016. Additional assessment will be added each year.
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	N/A	N/A	66.80%	Baseline Data	New SBAC Interim Assessments started in Fall 2016. Additional assessment will be added each year.
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	N/A	N/A	Met	Baseline Data	Observation data collected in 2015-16 included standards based evidence

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 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
  - Increased number of student elective courses and enhanced existing electives

Stakeholder Conclusions and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Pupil Outcomes	2013-14	2014-15	2015-16	Change between 2014-15 & 2015-16	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 Met or Exceeded Standard	N/A	54.00%	59.00%	5.00%	
California Assessment of Student performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	N/A	43.00%	50.00%	7.00%	
California Assessment of Student performance and Progress (CAASPP): Science (to be determined)	N/A	N/A	N/A	N/A	CAASPP California Science Test (CAST) pilot will occur in Spring of 2017. No score reports provided during pilot.
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. No score reports provided during pilot.
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)	67.0%	67.5%	58.6%	-8.9%	State eliminated targets for Annual Measureable Achievement Objectives. New Language Proficiency Exam pilot occurring in Spring of 2017
English Learners in Cohort Attaining English Proficient Level (AMAO 2 <5 Years)	43.2%	42.8%	35.3%	-7.5%	State eliminated targets for Annual Measureable Achievement Objectives. New Language Proficiency Exam pilot occurring in Spring of 2017
English Learners in Cohort Attaining English Proficient Level (AMAO 2 >=5 Years)	60.6%	56.5%	43.3%	-13.2%	State eliminated targets for Annual Measureable Achievement Objectives. New Language Proficiency Exam pilot occurring in Spring of 2017
English Learner Reclassification Rate	18.2%	11.1%	20.6%	9.5%	English Learner reclassification rate increased from 2015 to 2016
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)	50.59%	49.70%	49.30%	-0.40%	Did Not Increase Percentage

Data Analysis

Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes

- **Pupil Achievement**
    - Five (5) percentage point increase in students meeting or exceeding standards for the CAASPP ELA
    - Seven (7) percentage point increase in students meeting or exceeding standards for the CAASPP Mathematics
    - The California Department of Education is in the process of developing a new accountability system
    - State eliminated targets for Annual Measureable Achievement Objectives. New Language Proficiency Exam pilot occurring in Spring of 2017
    - Nine and one-half (9.5) percentage point increase in the District's English Language Reclassification rate
- **Other Pupil Outcomes**
    - Physical Fitness test results declined by less than 0.40%

Stakeholder Conclusions and Input Notes

Engagement	2013-14	2014-15	2015-16	Change between 2014-15 & 2015-16	Comments
3. Parent Involvement	**Goal: E** **LCAP Actions and Services: 9, 11, 20**				
Number of Volunteer Hours	32,700	38,522	50,580	12,058	Exceeded previous year volunteer hours
Number of Parent Committee Members	231	216	249	33	Number of parent committee members increased in 2015-16
5. Pupil Engagement	**Goal: C** **LCAP Actions and Services: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 20**				
Attendance Rate	96.38%	96.46%	96.15%	-0.31%	Decrease in previous year's attendance rate
Chronic Absenteeism Rate	3.80%	5.88%	5.50%	-0.38%	Decrease 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	**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	34.7 : 1,000	12.7 : 1,000	-22 : 1,000	Decrease in SART Contract Rate data
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	N/A	1.69 : 1,000	0.45 : 1,000	-1.24 : 1,000	Decrease in SARB referrals
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	6.50%	5.30%	5.70%	0.4%	Slight increase in Suspension Rate
4th – 8th Graders Feeling Safe at School	90.01%	89.22%	91.50%	2.28%	Increase in percent of 4th-8th Graders Feeling Safe at School
California Healthy Kids Survey (Grade 7) School Connectedness	N/A	N/A	53%	Baseline Data	Percent of 7th Grade Students feeling highly connected at school

Data Analysis

Engagement: Parent Involvement, Pupil Engagement, and School Climate

- **Parent Involvement**
    - Thirty-one percent (31%) increase in number of volunteer hours
    - Fifteen percent (15%) increase in the number of parents serving on District and site committees
- **Pupil Engagement**
    - Attendance Rate declined by 0.31% over the previous year
    - Chronic absenteeism (percentage of students who were absent more than 10% of school days) decreased by 0.38% over the previous year
- **School Climate**
    - The number of SARB referrals decreased by almost 75% from the previous year
    - The number of SART contracts decreased by 63% from the previous year.
    - The District's suspension rate increased slightly.
    - 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 increased by 2.28 percentage points from the prior year.

Stakeholder Conclusions and Input Notes

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

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
Provide status report to Santee Teachers Association and consult on annual LCAP	Employer-Employee Relations Committee Meeting	Spring 2017
Provide status report to Classified School Employees Association and consult on annual LCAP	Employer-Employee Relations Committee Meeting	Spring 2017
LCAP Annual Review with Community Stakeholders	LCAP Meeting	March 14, 2017
Inform public of opportunity to provide input and comments	Post on District and school websites	May 2017
Obtain parent/staff comments/questions on draft	District Advisory Council (DAC) Meeting	May 11, 2017
Obtain parent/staff comments/questions on draft	District-level English Language Advisory Council (DELAC) Meeting	May 12, 2017
Conduct Public Hearing	Board Meeting	June 6, 2017
Adopt 2017-18 LCAP and District Budget	Board Meeting	June 20, 2017

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