

Santee School District



Local Control Accountability Plan (LCAP)

2018 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 three (3) Goals which link to the eight (8) State Priority Areas and 15 Actions/Services to achieve those goals. Nine (9) 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 \$51.7 million for 2017-18. \$1.2 million of this amount pertains specifically to the District's Digital Learning Initiative contained within three (3) 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 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>.

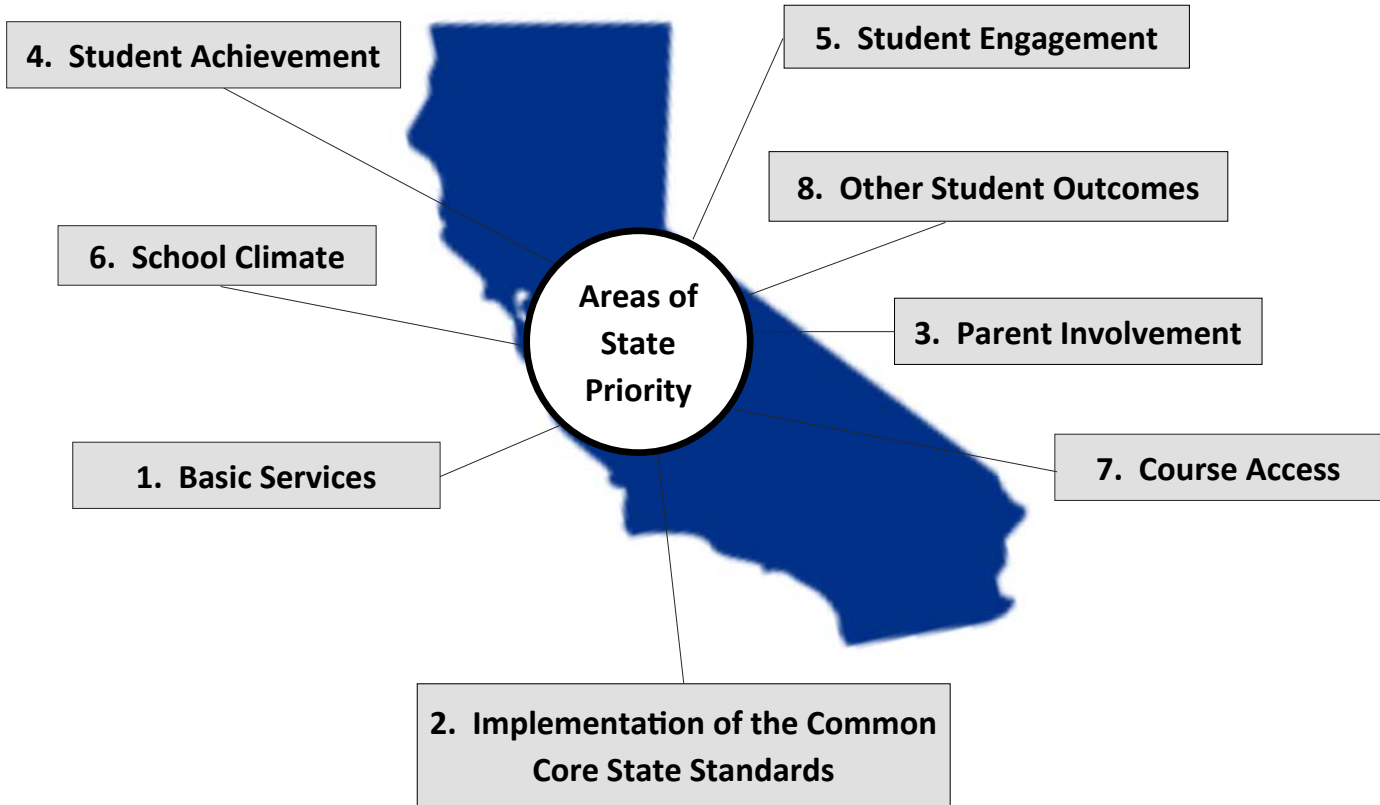
In the Executive Summary, the District reports student achievement using multiple measures at the State and local level. This data allows more in-depth identification of student needs and stakeholder input for on-going development of the District's continuous improvement plan.

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

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.

*- Dianne El-Hajj, 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 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
Goal B	Improve and/or increase services to support the social, emotional, and physical well-being of students and their families
Goal C	Improve and/or increase parent participation in their child(ren)'s learning process, including district and school committees

Note:

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Status of LCAP Actions/Services Implementation

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)
1	<p>BASE:</p> <p>Provide a core/base program consisting of the following:</p> <ol style="list-style-type: none"> 1) Appropriately credentialed and assigned highly qualified classroom teachers for school-wide 24:1 class size average for Grades TK-3 and no more than 31:1 district-wide average for Grades TK-8 2) A Principal for each school; and Vice Principals for schools with Grades 7-8, in accordance with established staffing guidelines 3) School office staff in accordance with established staffing guidelines 4) School Campus Aides in accordance with established staffing guidelines 5) School Instructional Media Technicians in accordance with established staffing guidelines 6) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines 7) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments 8) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs) 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 10) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity 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 12) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations 13) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program 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 15) Employee compensation structure and work environment that attracts and retains highly qualified staff 	x			A

2017-18 Estimated Costs	2018-19 Estimated Costs	2019-20 Estimated Costs	% Complete for 2017-18 Portion	2017-18 Status
\$46,844,000	\$48,169,000	\$48,056,000	100.00%	<ol style="list-style-type: none"> 1) Added hours for select student attendance clerks due to enrollment changes 2) Increased Custodians from 11 months to 12 months 3) Added 3.0 FTE new General Education classroom teachers due to enrollment changes

Status of LCAP Actions/Services Implementation

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)
2	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, including English Language Development for English learners		x		A
3	SUPPLEMENTAL: 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.	x	x		A
4	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	x	x		A
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
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
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
8	TARGETED: Provide supplemental school personnel for intervention services to improve student learning		x	x	A
9	TARGETED: Provide Bilingual Assistants to schools to support English Learner students in literacy and all content areas		x	x	A

2017-18 Estimated Costs	2018-19 Estimated Costs	2019-20 Estimated Costs	% Complete for 2017-18 Portion	2017-18 Status
\$886,000	\$930,000	\$976,000	66.67%	Implemented Professional Development Plan for all staff. Provided training for teachers for new ELA adoption. Provided new teacher training.
\$167,000	\$175,000	\$184,000	100.00%	Provided new students IPADs with keyboards, cases, and standardized apps and software.
\$820,000	\$820,000	\$820,000	100.00%	Transferred annual reserve amount to Fund 40. Current balance = \$3.8 million. Initial investment in IPADs for all students = \$3.8 million.
\$228,000	\$228,000	\$228,000	100.00%	Continued Achieve 3000, SchoolNET, and Dreambox
\$464,000	\$486,000	\$510,000	100.00%	Continued providing 4.0 FTE Curriculum Resource Teachers
\$21,000	\$21,000	\$21,000	100.00%	Committee met and produced curriculum guides for new ELA/ELD adoption with assistance from a facilitator
\$244,000	\$256,000	\$268,000	100.00%	Intervention Resource Teachers provided at Pepper Drive and PRIDE Academy. Instructional Assistants provided at Carlton Hills, Chet F Harritt, Hill Creek, PRIDE Academy, and Rio Seco.
\$176,000	\$185,000	\$194,000	100.00%	Continued providing twelve 3.5 hour Bilingual Assistants

Status of LCAP Actions/Services Implementation

#	Action	LCFF Base	LCFF Supp	UPC Focus	Associated Goal(s)
10	TARGETED: Operate a summer bridge program for unduplicated count students to receive academic intervention services with integration of digital resources		x	x	A
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
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
13	SUPPLEMENTAL: Provide attendance and behavioral incentives; school connectedness endeavors; and other student well-being initiatives	x	x		B
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
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
					District-Total






2017-18 Estimated Costs	2018-19 Estimated Costs	2019-20 Estimated Costs	% Complete for 2017-18 Portion	2017-18 Status
\$63,000	\$65,000	\$66,000	100.00%	Provided summer bridge program for 4 weeks (two 2 week sessions) to 355 students
\$307,000	\$307,000	\$307,000	66.67%	Schools and Educational Services purchasing and providing materials, curriculum, equipment, systems, and software/apps as needed
\$929,000	\$975,000	\$1,024,000	100.00%	Maintained 9.0 FTE; 1 for each school
\$20,000	\$20,000	\$20,000	66.67%	Schools providing incentives, school connectedness endeavors, and student well-being initiatives as needed
\$534,000	\$559,000	\$587,000	100.00%	Maintained 6.0 FTE
\$17,000	\$17,000	\$17,000	66.67%	Schools providing workshops and increasing parent engagement through science, reading, and mathematics family nights and other community building activities
\$51,720,000	\$53,213,000	\$53,278,000		

Metrics and Data for Eight State Priority Areas

	Santee School District Enrollment				State of California Enrollment			
	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17
Total Enrollment	6,472	6,695	6,761	66	6,235,520	6,226,737	6,228,235	1,498
Percent of Students Socio-economically Disadvantaged	39.24%	41.14%	40.66%	-0.48%	60.37%	60.50%	59.80%	-0.70%
Percent of English Learners	8.48%	8.92%	8.95%	0.03%	22.30%	22.10%	21.40%	-0.70%
Percent of Students with Disabilities	10.94%	10.62%	11.51%	0.89%	10.30%	10.60%	10.90%	0.30%

2017 California School Dashboard - Santee School District					
State Indicators	All Students	English Learners	Low Income	Students with Disabilities	Foster Youth
Suspension Rate	Yellow	Yellow	Orange	Orange	Red
English Learner Progress	Green	Green	N/A	N/A	N/A
English Language Arts	Yellow	Orange	Orange	Red	N/A
Mathematics	Yellow	Orange	Orange	Orange	N/A

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Conditions of Learning						
1. Basic Services	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments	
Credentialed Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2016-17 Target	
Highly Qualified Teacher Rate	100.0%	100.0%	100.0%	0.0%	Met 2016-17 Target	
Credentialed Teacher Teaching Outside of Subject Area Rate	0.0%	0.0%	0.0%	0.0%	Met 2016-17 Target	
Teacher Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2016-17 Target	
Number of Curriculum Resource Teachers	4	4	4	0	Met 2016-17 Target	
Teacher of English Learners Mis-assignment Rate	0.0%	0.0%	0.0%	0.0%	Met 2016-17 Target	
Student Lacking Own Copy of Textbook Rate	0.0%	0.0%	0.0%	0.0%	Met 2016-17 Target	
State School Facility Rating	100.0%	100.0%	100.0%	0.0%	Met 2016-17 Target	
Local Facility Inspection Rating	N/A	2.56	2.65	0.09	Increase on a scale from 1 to 4 (4 being highest).	
2. Implementation of State Standards	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments	
District ELA Performance Task - District Benchmark Assessment	63.89%	60.66%	60.38%	-0.28%	Decreased from 2015-16 percent of students meeting or exceeding standard	
District Reading Assessment: Santee School District Identified	52.44%	55.03%	56.85%	1.82%	Increased from 2015-16 percent of students meeting or exceeding standard	

Conditions of Learning, continued	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: English Language Arts	N/A	77.80%	75.67%	-2.13%	Decreased from 2015-16 percent of students meeting or exceeding standard
Smarter Balanced Assessment Consortium (SBAC) Interim Assessment: Mathematics	N/A	66.80%	71.50%	4.70%	Increased from 2015-16 percent of students meeting or exceeding standard
Principal Observation Form: Grade Level Common Core State Standards (CCSS) Alignment	N/A	Met	Met	Met	Observation data collected in 2016-17 included standards based evidence
7. Course Access	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	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
Student Electives	21	21	36	15	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
 - 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 2015-16 and 2016-17]**
 - Approximately two percentage point decrease in students near or above standard as measured by the CAASPP ELA interim assessments
 - Approximately four and one-half 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
 - Increased number of student elective courses and enhanced existing electives

Stakeholder Conclusion and Input Notes

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Metrics and Data for Eight State Priority Areas, continued

Pupil Outcomes					
4. Pupil Achievement	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments
California Assessment of Student performance and Progress (CAASPP): English Language Arts Overall Met or Exceeded Standard	54.00%	59.00%	54.52%	-4.48%	Decreased from 2015-16 percent of students meeting or exceeding standard
California Assessment of Student performance and Progress (CAASPP): Math Overall Met or Exceeded Standard	43.00%	50.00%	47.44%	-2.56%	Decreased from 2015-16 percent of students meeting or exceeding standard
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) field testing will occur in Spring of 2017. No score reports provided during field test.
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) English Language Arts Level 2 or Level 3	N/A	N/A	41.18%	Baseline Data	17 students tested with severe to moderate disabilities.
California Assessment of Student Performance and Progress (CAASPP): Alternative Assessment (Special Ed) Mathematics Level 2 or Level 3	N/A	N/A	29.41%	Baseline Data	17 students tested with severe to moderate disabilities.
English Learner Progress Indicator - California School Dashboard. Percent of students meeting criteria for improvement	N/A	72.00%	74.50%	2.50%	Increased percent of students improving on ELPI. Green status assigned for District. Based on CELDT results.
English Learner Reclassification Rate	18.20%	20.60%	15.20%	-5.40%	English Learner reclassification rate decreased from 2016 to 2017
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.

Metrics and Data for Eight State Priority Areas, continued

Pupil Outcomes					
8. Other Pupil Outcomes	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments
Physical Fitness Test Results (meets at least five (5) of six (6) Healthy Fitness Zone Standards)	49.70%	49.30%	56.62%	7.32%	Increased Percentage

Data Analysis

Pupil Outcomes: Pupil Achievement and Other Pupil Outcomes

- **Pupil Achievement [Change between 2015-16 and 2016-17]**
 - Approximately four and one-half percentage point decrease in students meeting or exceeding standards as measured by the CAASPP ELA
 - Approximately two and one-half percentage point decrease in students meeting or exceeding standards as measured by the CAASPP Mathematics
 - State eliminated targets for Annual Measureable Achievement Objectives. Operational English Language Proficiency Assessment for California (ELPAC) will be administered in spring 2018
 - Approximately five and one-half percentage point decrease in the District’s English Language Reclassification rate
- **Other Pupil Outcomes [Change between 2015-16 and 2016-17]**
 - Approximately seven and one-half percentage point increase in Physical Fitness test results

Stakeholder Conclusion and Input Notes

Metrics and Data for Eight State Priority Areas, continued

Engagement					
3. Parent Involvement	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments
Number of Volunteer Hours	38,522	50,580	57,702	7,122	Exceeded previous year volunteer hours
Number of Parent Committee Members	216	249	245	-4	Number of parent committee members decreased slightly
5. Pupil Engagement	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments
Attendance Rate	96.46%	96.15%	96.00%	-0.15%	Decrease in previous year's attendance rate
Chronic Absenteeism Rate	5.88%	5.50%	7.10%	1.60%	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	2014-15	2015-16	2016-17	Change between 2015-16 & 2016-17	Comments
School Attendance Review Team (SART) Contract Rate: District Identified per 1,000 students	34.7: 1,000	12.7: 1,000	8.0: 1,000	-4.7: 1,000	Decrease in SART Contract Rate
School Attendance Review Board (SARB) Referral Rate: District Identified per 1,000 students	1.69: 1,000	0.45: 1,000	0: 1,000	-0.45: 1,000	Decrease in SARB referrals
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	No change in Expulsion Rate
Suspension Rate	5.30%	5.70%	5.10%	-0.60%	Decreased suspension rate
4th – 8th Graders Feeling Safe at School	89.22%	91.50%	91.10%	-0.40%	Decrease in percent of 4th-8th Graders Feeling Safe at School
California Healthy Kids Survey (Grade 7) School Connectedness	N/A	53.00%	62.00%	9.00%	Increase 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 2015-16 and 2016-17]**
 - Approximately fourteen percent increase 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 2015-16 and 2016-17]**
 - Approximately fifteen-hundredths percent decrease in Attendance Rate
 - Approximately one and one-half percent increase in student Chronic Absenteeism (percentage of students who were absent more than 10% of school days)
- **School Climate [Change between 2015-16 and 2016-17]**
 - Approximately thirty-seven percent decrease in SART referrals
 - Approximately one-half percentage point decrease in SARB referrals
 - Approximately one-half 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 somewhat safe, safe, or very safe. This rate decreased slightly from the prior year.
 - Approximately nine percentage point increase of 7th graders responding “high” on school connectedness as measured by the California Healthy Kids Survey.

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

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	February 26, 2018
Provide status report to Classified School Employees Association and consult on annual LCAP	Employer-Employee Relations Committee Meeting	March 12, 2018
LCAP Annual Review with Community Stakeholders	LCAP Meeting	March 13, 2018
Inform public of opportunity to provide input	Post on District and school websites	May 4, 2018
Obtain parent/staff comments/questions on draft	District Advisory Council (DAC) Meeting	May 10, 2018
Obtain parent/staff comments/questions on draft	District-level English Language Advisory Council (DELAC) Meeting	May 11, 2018
Conduct Public Hearing	Board Meeting	June 5, 2018
Adopt 2018-19 LCAP and District Budget	Board Meeting	June 19, 2018

Key Terms

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