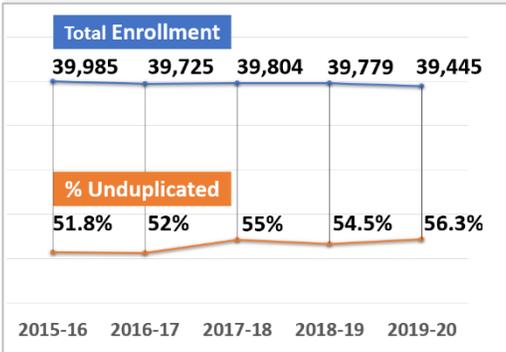




Local Control Accountability Plan 2020 Budget Book Summary

Total Enrollment and % Unduplicated Targeted Pupils



2019-2020 LCFF Demographics

- Unduplicated: 56.3%
- Low Income: 54%
- English Learners: 15%
- Foster Youth: .5%

Key Themes from Strategic Framework Listening and Learning:

What do our students need to be successful in college and beyond?

Skills and Experiences

- Collaboration
- College and career readiness
- Conflict resolution
- Critical thinking
- Practical life skills
- Interpersonal skills

Qualities and Characteristics

- Compassion and kindness
- Confidence and self-esteem
- Contributing members of society
- Self-sufficiency
- Perseverance and grit
- Respect for self and others
- Life-long learners

Overview

The Local Control Funding Formula (LCFF) was enacted in the 2013-2014 school year, replacing the complex system in place in California for the previous forty years. The LCFF apportionment consists of base grants to Local Education Associations (LEA), determined by Average Daily Attendance, in addition to supplemental and concentration grants based on the unduplicated percentage of targeted pupils—Low Income, English Learners, and Foster Youth. LEAs collaborate with their communities, families, students, staff, advisory committees, and labor partners to develop a Local Control Accountability Plan (LCAP) that aligns resources with goals and actions to address identified student needs.

Strategic Framework Development

San Juan Unified School District values this inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new three-year LCAP including the following key activities:

- Convening a **Strategic Planning Task Force** to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts.
- Holding three **Regional School-Community Forums** where 324 parents, students, staff, and community members representing 95% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework.
- Launching the **Cultural Brokers Network** to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms.

The Strategic Planning Task Force re-convened to analyze input and draft the Framework on November 15, 2019.



The Strategic Planning Task Force drafts shared values statements based on stakeholder engagement input.

Strategic Framework

Adopted by the San Juan Unified School District Board of Education on February 11, 2020.

MISSION

We empower all in our inclusive learning community to contribute and thrive in a radically evolving world.

SHARED VALUES

Inclusivity: We commit to cultivating an inclusive community of belonging with genuine respect for diverse cultures, identities, and abilities.

Real World Knowledge: We commit to creating environments and providing experiences that build and apply relevant skills and knowledge for the real world.

Voice: We commit to hearing all voices, acknowledging, validating, and responding as we continuously grow together as a community.

Social and Emotional Intelligence: We commit to creating a culture that embraces, teaches, models, and applies social and emotional intelligence in all interactions with all stakeholders.

Perseverance: We commit to creating a learning atmosphere that models and instills perseverance through adversity and encourages risk taking.

EQUITY LENS

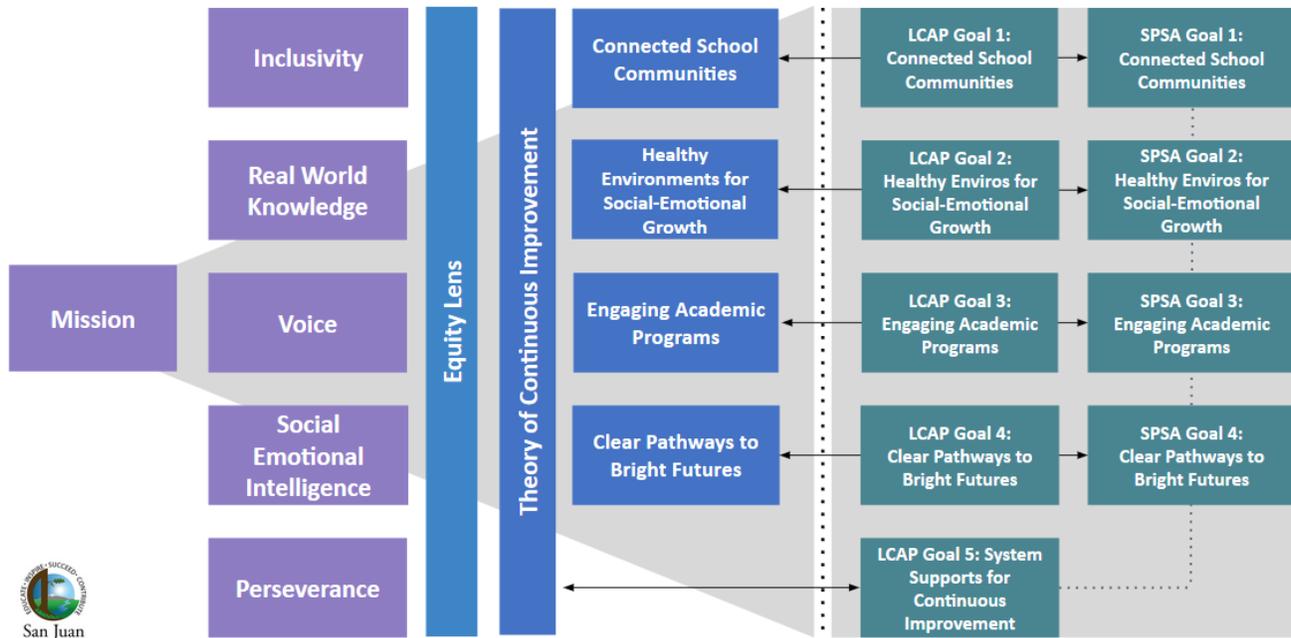
Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

FOCUS AREAS

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that are focused on the following:

- 1. Connected School Communities:** Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.
- 2. Healthy Environments for Social and Emotional Growth:** All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.
- 3. Engaging Academic Programs:** All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge, and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic-minded.
- 4. Clear Pathways to Bright Futures:** Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts, prepares them for college, career and bright futures filled with opportunity.

Strategic Framework & LCAP Goals



Interconnected Mission, Shared Values, Equity Lens, Theory of Improvement, LCAP and SPSA goals.

LCAP Development

Following the completion of the Strategic Framework development process, LCAP action program leads, and collaborative partners, convened in teams organized around the new Focus Areas. Teams re-mapped existing LCAP actions to new LCAP Goals, considered the effectiveness of actions in light of state and local trend data, and refined actions into coherent and measurable programs by planning to modify, combine, or discontinue them.

Concurrently, The LCAP Parent Advisory Committee (LCAP PAC) formed LCAP Goal teams, analyzed state and local trend data, and stakeholder engagement input to develop considerations to inform the work of staff LCAP Goal teams. The parallel activities merged, culminating in the collaborative planning and presentation of LCAP Goal considerations on March 6, 2020. A sequence of trainings on the English Learner Roadmap and the LCAP, along with multiple inputs sessions, was also conducted with the District English Language Advisory Committee as part of the LCAP development process. One week after the collaborative presentations, San Juan Unified leaders announced the closure of all schools to protect staff, students, families, and the community during the COVID-19 pandemic.

Executive Order N-56-20

On April 22, 2020, Governor Gavin Newsom issued an executive order clarifying changes to existing LCAP requirements as a result of COVID-19. The LCAP was delinked from budget approval for the fiscal year ending June 30, 2020 and the deadline for a one-year LCAP covering the 2020-2021 school year was moved to December 15, 2020. In lieu of an LCAP, Local Education Agencies are required to submit a written report describing their actions to reduce the impact of COVID-19 on children and families. This Operations Update is summarized in the subsequent section. A new three-year LCAP for 2021

through 2024 will be submitted next year, along with the budget, in accordance with the normal timeline.

COVID-19 Operations Update Summary

The following section outlines the prompts provided by the California Department of Education and a bulleted summary of the points contained in the COVID-19 Operations Update, submitted to the San Juan Unified School District Board of Education for discussion and adoption on June 9, 2020.

Prompt 1: Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

- The Nutrition Services team planned and implemented safe curbside pickup of meals for students at twenty-seven sites across the district, serving 196,326 meals in the months of March and April.
- The Technology Services team organized and executed the distribution of 21, 516 computers between March 26 and April 2, 2020.
- The Professional Learning and Innovation team organized interdisciplinary grade-level teams, including student support specialists, to curate a Distance Learning Resource Hub and develop/provide training and support for practitioners throughout the transition to distance learning.
- Focused attention was given to high school seniors, to ensure the school closures did not negatively impact future opportunities. The district further committed to virtual high school graduations to celebrate the culmination of their hard work and to mark their transition to college and careers.
- The Education Services team organized social-emotional supports and implemented a student safety, collaborating with grade-span school supervisors to connect with 99% of students.
- The Family Engagement and Partnership Development team created a Parent Resource Hub to consolidate available resources, support, and training for our parents. They further led virtual training to support parents throughout the transition to distance learning.
- The Communications teams operated around the clock, broadcasting important information in multiple languages through direct contact with students and families and through all available communication channels.
- The Central Enrollment team modified procedures to allow for virtual enrollment, transfer requests, and records requests.

Prompt 2: Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

- Multi-Tiered Systems of Support Center staff adapted their service model to ensure ongoing support of our low-income students, connecting students in need with academic intervention and support, social workers and counselors, telehealth services, and school nurses.

- The Office of Student Learning Assistance staff provided rapid, ongoing translations services to students and families to remove language barriers to accessing critical information about food and computer distribution, distance learning, and available resources. Curriculum and technology specialists further identified tools, curated resources, and conducted training to help English learners access course content and practice with rich academic language.
- The Foster Youth Services team continued to support students, maintaining contact and connection, placing new enrollments, providing referrals for students for food and housing, connecting students with credit recovery and the Independent Living Program through virtual platforms.

Prompt 3: Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

- A guiding document was created and resources were curated to support teachers during the learning review phase of the shift to distance learning and a survey of teacher professional learning needs was conducted generating 1,636 responses.
- 21, 516 computers and 71 hotspots were distributed to students to support the transition to distance learning.
- More than eighty staff analyzed results as part of interdisciplinary teams, including student support specialists, to develop a phased professional learning process to support teachers with the transition to distance learning.
- Staff developed, and is curating, the Distance Learning Hub, an online bank of resources including training calendars, virtual spaces for collaboration and drop-in support, training videos, and specific resources to meet the needs of diverse learners. The Distance Learning Hub, housed on the district intranet, has generated 22,050 site visits as of May 19, 2020.
- San Juan Unified School District began the introduction of new content through distance learning on April 18, 2020. New grading guidelines were established including credit/no credit and growth marks. Student in grades 9-12 further had the option of requesting letter grades.
- Virtual graduation ceremonies were organized and conducted to celebrate the culmination of the hard work of our seniors and to mark their transition to college and careers.

Prompt 4: Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

- The Nutrition Services team audited available food resources, developed menus, identified staff, and designated social-distancing protocols for the districtwide meal distribution beginning on March 17, 2020, at twenty-seven school sites.
- When families arrive at a safe curbside pickup site by car, a Nutrition Services staff member greets them at a safe distance, visually accounts for the number of students in the car, retrieves the correct number of food packages, places them on an intermediary food distribution table, and moves back to a safe distance while families retrieve them. Walk-up students and families are served in the same manner.

- Staff are provided personal protective equipment, adequate space to observe social distancing guidelines during food preparation and service, as well as ongoing training.

Prompt 5: Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

- San Juan has not provided supervision for students during this time. Current planning and preparation efforts are underway to explore potential services to provide supervision of students before, during, and after school.