Local Control Accountability Plan
Mid-Year Update

Presented to the Superintendent’s Parent advisory Committee
January 23, 2015

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Overview

• Background
• Targeted Students
• Progress to Date
  – Actions/Services
  – Outcome Indicators
• Budget Summary
• Next Steps
Background

• Three-year Plan Revised Annually
• Stakeholders Involved
• Data Driven
• Sound Practices
• Fiscally Responsible
• Linked to State Priorities
Targeted Students: 2014-15

Locally Prioritized Groups
• African American students
• Hispanic students
• Students with disabilities
• Homeless Youth

Low Income
15,365

3,732
English Learner

310
Foster Youth

822

19,914 students not in any of the three groups

Chart not to scale
LCAP Goals

Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

**Goal 1:** Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

**Goal 2:** Foster respectful, collaborative, and reflective school and district cultures that ensure academic success and social/emotional well-being for each student.
Goal 1: Academic Improvement

- Professional Learning
  - Teachers
  - Administration/Support Staff
  - Counselors
- Reduced class size
- Use of Data
- Dismantle Barriers to Access
- Increase Systems of Intervention
Rates of students meeting or exceeding their reading growth targets compared to 2013-14
- 9.6% increase overall
- 5.4% increase for low income students
- 5.8% increase for English learners
- No group meeting 65% target

Middle school students in one or more Honors classes compared to those in High Achiever classes in 2013-14
- 219 more students overall
- 51 more low income students
- 12 more English learners
Goal 2: Culture and Climate

• Cultural Responsiveness/Proficiency
• Health & Social/Emotional Support
• Parent/Student Voice
• Family Engagement & Education
• Attendance and Behavioral Improvement
Pupil Engagement

Chronic Absences (TK-Gr. 8)

Rate of students absent more than 10% of the year (to date) compared to the prior year.

- 12.7% decrease overall
- 5.3% decrease for low income students
- 5.5% decrease for English learners
- 20.8% decrease for Foster Youth
- No group met 8% target

School Climate

Rate of Class/Home Suspension Incidents

Rates of both class and home suspension incidents (per 100 students) compared to 2013-14

- 3.5 & 2.9 fewer overall
- 4.8 & 2.6 fewer for low income students
- 3.8 & 3.3 fewer for English learners
- 11.2 and 14.3 fewer for Foster Youth
Budget Summary: LCFF Supplemental

Includes:
- Translation Svc
- Prof. Learning
- Conferences
- Subscriptions

Includes:
- Instructional Materials
- Parent Educational Materials
- Site allocations
- Unallocated

Includes:
- English Learner Instruct Specialist
- Bilingual Instructional Assistants
- FY Social Worker
- HS Counselors
- Arabic Translator
- Guest Teachers (PL)
- Professional Learning Support
- Central Support Staff
Next Steps

• Publish Mid-Year Update
• Collect Input on Issues, Interests, and Needs
  – Parents/Families & Parent Groups
  – Students
  – Employee Groups/Staff
  – Board of Education
• Synthesize Input With Existing Plan and Recommend Changes as Necessary
• Collect and Synthesize Feedback on Changes
• Board Approval – June 2015
• Annual Evaluation – September 2015