LOCAL CONTROL ACCOUNTABILITY PLAN  
2014-15 MID-YEAR UPDATE

In 2013-14, the first Local Control Accountability Plan (LCAP) was written and approved in San Juan. It identified the work to be done and resources allocated across the district to improve outcomes for low income students, foster youth and English language learners. The intent of the plan was to articulate the work which supported positive outcomes in the areas of Conditions for Learning (Basic Services, Standards and Course Access), Pupil Outcomes (Pupil Achievement and Other Pupil Outcomes), and Engagement (Parent Involvement, Pupil Engagement, and School Climate)\(^1\). The summary which follows provides a description of actions which have occurred and related data. It is not intended to be a comprehensive description of all actions or all data points. However, it does provide a mid-year check on the progress toward the goals in the LCAP. Currently, staff and the LCAP Parent Advisory Committee are examining the actions, resources, and outcome data in greater depth and planning for the collection of input which will be used to revise the LCAP for the next few years.

Figure 1. LCAP Targeted Student Groups: 2014-15

Figure 1 displays the population targeted in the LCAP (not to scale). Low income students comprise the majority of students (96%) with some students also identified as foster youth, English language learners, or both. The 20,239 students in one or more of the targeted groups include 79.1% of San Juan’s African American students, 69.2% of San Juan’s Hispanic/Latino students, and 58.1% of students with disabilities. The targeted students comprise 50.4% of the district’s TK-12 population (excluding charter school students).

\(^1\) Areas in parentheses indicate the eight state priority areas for which districts are responsible.
Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.

Provide professional development for quality first instruction in support of student learning (research based instructional practices which acknowledge and respect cultural and economic diversity)

Professional learning is occurring at both a district level and school site level based upon a school’s focus as described by the Single Plan for Student Achievement and local trends in data. Much of the professional learning is centered on the implementation of Common Core English Language Arts and math standards and the new standards for English Language Development. At the elementary level, work includes Critical Literacy (23 sites), K-3 Reading (13 sites), and Critical Math (8 sites) in site teams. The Guided Language Acquisition and Design (GLAD) training (supporting English language learners) and math trainings span grades K-12 which include individual teachers rather than entire school teams. At the secondary level, 63 English teachers are receiving support in work around implementing Common Core Units of Study and 24 teachers are developing/implementing the California State University Expository Reading and Writing courses which provide a link from high school to college expectations.

Figure 2. Growth in Reading shown on Measures of Academic Progress

Additional support is being provided to teachers in science and social science both to explore new standards (science) and to increase understanding of the literacy standards which are part of Common Core. Additionally, over 200 secondary teachers focused on assessment for learning strategies in November with Myron Dueck as one model for engaging students and implementing Common Core across all classes.

On the MAP reading assessment of all students in grades 3-9, the rate of students meeting or exceeding their growth targets increased over the same period last year. Accelerated growth (1.5 times the target or more) is necessary for a struggling reader to catch up with grade level expectations. Based on current data, a 9.6% increase in meeting or exceeding growth targets was noted overall with increases of 5.4% for low income students and 5.8% for English learners. Foster youth data was not available for 2013-14. It is noted that none of the groups met the target of 65% of students meeting their growth targets.
Provide professional development for support staff and administration to coach and facilitate teacher/practitioner growth in support of student learning (research-based support practices)

The addition of central staff has facilitated greater support of administrators and staff at school sites. This increased degree of contact has allowed for more individualized work around specific site-based needs. Increased staffing in the Professional Learning and Curriculum Innovation department has resulted in deeper and more cohesive professional learning across the district. Administrator coaching is a component of many of the professional learning initiatives. Principal networks provide peer-driven support and professional learning in a small group environment. The networks support principals in both their content and leadership skills and include a strand of the use of data to support ongoing growth among students and staff at the site. Additionally, new administrators and teachers receive coaching to support their growth as professionals and the prototype, System of Professional Growth, offers similar supports for veteran teachers.

Reduce class size from transitional kindergarten through grade 3 (TK-3)

In late fall, an agreement around phasing in elementary class size reduction was reached. This agreement will phase in a 26:1 student to teacher ratio in elementary schools over the next several years beginning with transitional kindergarten through grade one in 2015-16. Additionally, supplemental funding was provided to reduce class ratios at Cottage Elementary (Montessori classes) and Thomas Edison Language Institute (Spanish Dual Language Immersion classes) in order to better meet the needs of the students in these programs. Both schools serve populations which are primarily low income students and English language learners.

Increase collaboration time and professional development for counselors in order to address short and long term student academic and social-emotional needs

High schools received an additional half-time counselor focused on the needs of low income students, English learners, and foster youth at each site. District-wide, a team of counselors is designing and conducting professional learning focused on the National Counseling Guidance Standards which support the implementation of Common Core in classrooms. This work will ensure greater support for students in terms of planning for college, career, and life planning.

Use data and evidence to inform decisions and actions, and evaluate effectiveness of actions by student groups

The use of data and evidence continues to be a focus at both the central and site levels. School sites finalized their Single Plans for Student Achievement based upon a deep review of data trends with a careful eye on trends for English learners, low income students, and foster youth. Each site engages in ongoing review of the data identified in the plan and uses that to adjust services to students or guide school and classroom changes. This work is supported by central office staff who provide guidance around the analysis and interpretation of data and evidence and who coach site staff to increase understanding of the link between that evidence and improved student growth.
The district’s Strategic Plan, originally designed in 2009, was re-evaluated and updated to reflect current needs and to align closely with the LCAP. This work is ongoing and is a stakeholder-based process which informs LCAP revisions. At a central level, program evaluations are being conducted for three of the major initiatives (Critical Literacy, K-3 Reading and Positive Behavior Intervention and Support). Additionally, mid-year data on LCAP metrics are reviewed with staff, the LCAP Parent Advisory Group and made available for all stakeholders.

Identify and dismantle barriers to allow full access to challenging educational programs, courses, and social and academic support services

At the elementary level, this work focuses on meeting the needs of individual students and families to ensure access to a rigorous educational program. Specialized staff was added to provide greater service at schools with a high density of low income students, foster youth and English learners. These employees assist with both academic and social-emotional barriers to learning. Middle school honors classes were implemented this fall allowing students to participate in one or more classes rather than requiring a student take all advanced core classes as one step toward eliminating barriers to more rigorous coursework.

Figure 3. 2014-15 Middle School Honors Class Enrollment

Teachers are working collaboratively across school sites to clearly define course expectations in light of the Common Core State Standards and new expectations for year-end assessments. High school department chairs are working to align honors coursework with Advanced Placement (AP) courses in order to increase enrollment and success in AP courses. Discussion around increased graduation requirements to support college and career ready graduates is beginning with a January board workshop and continuing with stakeholder discussions this spring. The AVID program continues to support over 2,000 students who are primarily low income, English learners or minority students to ensure access to and success in rigorous college-preparatory coursework. Across the district a focus on supporting the needs of foster youth deepened with an additional social worker advocating for students. Foster Youth staff began consulting with those supporting homeless students to ensure students receive the guidance necessary to work toward graduation and college-career readiness.
Increase school-wide systems of pre-referral/early intervention in reading and math to ensure students are provided evidence-based interventions prior to referral to special education

School sites are implementing services and instruction to support low income students, English language learners and foster youth in alignment with the needs of students at the site. This support includes instructional and support services available before, during, and after school, materials designed to address gaps in understanding, and additional staff to provide direct student support. At the 13 schools participating in the Coordinated Early Intervening Services (CEIS) plan, additional coaching and support time is provided that is focused on a specific caseload of students with identified needs. The intent is to explore a model which provides intensive pre-referral services with the goal of minimizing the numbers of students needing services though special education. Summer programs designed to meet the needs of primary grade, low income, immigrant, and refugee English learner students occurred with notable growth shown by students in several areas.

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

Provide training around culturally responsiveness/proficiency

The 13 schools participating in the CEIS plan were trained and are receiving follow up support from Dr. Mary Bacon on increasing understanding of cultural responsiveness as it is connected to improving both academic and social-emotional outcomes for students. Dr. Bacon’s work continued with key central office staff and special education managers. Similar training with diverse parent groups occurred through workshops held in conjunction with Kids First, Sacramento Children’s Home, and the Mutual Assistance Network. The continuing workshops for parents were intended to increase understanding around Common Core, Bullying Prevention, and preparing for parent-teacher conferences.

Expand health and social/emotional support services to students and their families

The 13 schools participating in CEIS plan were provided a half-time behavior specialist and four sites were provided a Mental Health Therapist to better address the social-emotional and behavioral needs of students. Early indicators suggest slight decreases in office referrals, suspensions, and students referred for special education at the targeted schools.

Increase the voice of parents and students to ensure feedback loops on key initiatives and issues

Voices of parents and students were elevated through both the Strategic Planning process and the implementation of the new LCAP Parent Advisory Group. These groups are extending the level of voice by working with additional volunteers to collect input and gather ideas for future direction. This includes conducting listening circles, a protocol for focus groups that target underserved groups and homeless students. Parent Leadership Academies are planned for February to increase capacity for parents to engage in governance and leadership opportunities.
Develop/expand high interest student programs (academic and social) that connect students to their school and engage them in their learning

The collection of information from students around their interests is beginning with these conversations continuing into the spring. Implementation of middle school sports was modified leading to an expanded wrestling program this winter.

Increase family engagement, parent education and community outreach opportunities throughout the district that promote shared responsibility between staff, students and families for student achievement

Engagement, education, and outreach opportunities were expanded in the fall. This work included continuing expansion of site-based and online Family Resource centers and the Academic Partnership Conference in the fall. A family education series, Breaking the Code: Unlocking the Secrets to Success in High School, College and Life, was developed focusing on how to support students on a pathway to college. The series will be piloted in the spring. Additionally, a new Parent-Teacher Data Meeting will be piloted at several schools trained this fall. All of the new opportunities require greater connection with families. To assist, an Arabic translator was added to support the growing population of Arabic speaking families requiring language support.

Implement incentives, programs and supports to improve attendance and behavior increasing instructional, classroom time

Growth incentives are continuing as schools work to increase time spent learning, partially through improved student attendance. This attendance improvement work complements the school climate work also focused around increased instructional time through social-emotional support.

Figure 4. Chronic Absent Rates for Targeted Groups

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>13.7</td>
</tr>
<tr>
<td>Low Income</td>
<td>17.5</td>
</tr>
<tr>
<td>English Lnsrs.</td>
<td>11.3</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>20.6</td>
</tr>
</tbody>
</table>

Figure 4 displays rates of chronically absent students (absent more than 10% of the days enrolled) and reflects significant declines from the same period in 2013-14. An overall 12.7% decline is noted with declines of 5.3% for low income students, 20.8% for foster youth and 5.5% for English learners. The “at risk” category (absent 5-10% of days) remained similar to the prior year.
At 26 schools, the Positive Behavior Interventions and Supports program is being implemented to ensure increased instructional time and improved student behavior. Restorative Justice is in place in one site and being explored in others as an additional model for improved climate and social-emotional health of students. Single School Climate is also in place at one school and is being explored at one site. A variety of trainings on supporting programs and strategies have been offered including Social-Emotional Learning through a Skills Streaming curriculum, School Climate, and Classroom Management. All of the models are guided by data collected and analyzed at school sites.

**Figure 5. Classroom and Home Suspension Rates for Targeted Groups**

The suspension data in Figure 5 displays the number of incidents per 100 students enrolled. The data reflects reductions from the same period in 2013-14. Overall both class and home suspensions were reduced (3.5 and 2.9 incidents per hundred students respectively). The largest reductions were noted among foster youth (11.2 classroom and 14.3 home suspensions). Reductions were also noted for low income students (4.8 and 2.6) and for English learners (3.8 and 3.3).

**Next Steps**

Throughout the second half of the school year, input on additional ideas that support improved outcomes for low income students, foster youth, and English language learners. This input, guided by data and evidence of effect on student, will be used to inform revisions to the LCAP for the next several years. At each school site, data and evidence will be monitored and will be used to revise Single Plans for Student Achievement ensuring that resources are used to support outcomes for students.