**What is LCFF?**

In 2013, the state of California changed the way that school districts were funded. This new funding model is called the Local Control Funding Formula or LCFF. LCFF replaces the separate funds previously restricted for specific uses, puts decisions about how to best use money at the local level, and links funding more closely to the demographics of a school district.

There are three types of LCFF funds which are provided to CA school districts.

<table>
<thead>
<tr>
<th>Base Funding</th>
<th>Supplemental Grant</th>
<th>Concentration Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per pupil for all students TK-12</td>
<td>Per English learner/foster youth/low income student</td>
<td>Per pupil amount for each student who is low income OR Foster Youth OR an English learner OR an English learner over 55% of the district’s enrollment</td>
</tr>
<tr>
<td>• Per pupil amount that differs by grade span</td>
<td>• Per pupil amount for each student who is low income OR Foster Youth OR an English learner</td>
<td>• Per pupil amount for each student who is low income OR Foster Youth OR an English learner over 55% of the district’s enrollment</td>
</tr>
<tr>
<td>• Additional 10.4% per student in grades K-3 (for smaller class size)</td>
<td>• Additional 2.6% per student in grades 9-12 (for career and technical education)</td>
<td>Funds distributed to districts based on daily attendance</td>
</tr>
</tbody>
</table>

San Juan currently receives LCFF base funding and LCFF supplemental grant funds. Because only 52% of our students are in one or more of the three qualifying groups, the district does NOT receive a concentration grant.

LCFF funding is being phased in over several years based on a target per student amount in 2020-21 with increased funding toward that amount allocated for districts in California’s annual budgets. The rate increase constantly varies based on state level decisions. In San Juan, it was estimated at the time our budget was adopted that in 2015-16 we would receive approximately $285,764,690 in base funding and an additional $21,964,372 in supplemental grant funds. That means that seven cents of every dollar of state funding will be supplemental grant funds designated to increase and improve services to English learners, foster youth and low income students.

LCFF funds, along with restricted state and federal funding including Special Education, Title I, Title II, National School Lunch program, and grants are budgeted to best support students in San Juan. Funding decisions are based in part on data and effectiveness of current actions along with evidence of additional needs.

**Who are San Juan’s targeted students?**

State law defines targeted students as those who are English language learners, foster youth and/or low income (those who qualify for National School Lunch Program). There is significant overlap of these three groups within the school district.
In 2014-15, 20,682 San Juan students fell into one or more of the three groups – about 51.5% of our enrollment (without charter schools). Within these groups are some locally prioritized groups.

- 100% of homeless youth are in the targeted group
- 83% of African American students are in the targeted group
- 75.8% of Hispanic/Latino students are in the targeted group
- 62.9% of students with disabilities are in the targeted group

Concentrations of the targeted students vary from school to school. Two-thirds of our schools (44 schools) have populations of targeted students of 40% or more and 20 schools have targeted student populations of 75% or more. There are only eight schools whose populations of targeted students are below 25%. This means that actions and services may not be the same at all schools.

What is the LCAP?

Each school district and charter school in California must have a three year Local Control and Accountability Plan (LCAP) approved by the local school board and reviewed by the County Office of Education. The plan must be developed with stakeholders including staff, parents/guardians, students, bargaining units, board members, and community members. The intent is that the LCAP show the district’s goals overall and for the three targeted groups and that it communicate actions and services to be taken, how resources are allocated, and alignment with the measurable outcomes identified in the state’s eight state priority areas.

The LCAP, which is presented in a state wide template, includes the following:

- A description of stakeholder involvement and its effect on the resulting plan
- Three years of planned actions and services, budgeted resources, and measurable outcomes
- An update of the prior year including actions/services taken, estimated actual expenditures and current data on measurable outcomes
- An explanation of the use of funds including supporting research and a summary of the proportional use of supplemental grant funds

How were stakeholders involved?

In 2014-15, input and feedback was collected from a wide variety of stakeholders. A Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) was formed in October 2014 and included parents and guardians from the three identified student groups as well as other parents, guardians, and community members from the district at large. Staff representatives and bargaining unit representatives worked with the group throughout the year, providing background and details regarding specific services, actions, and needs.

District wide surveys of parents, students, and staff were conducted in February and a survey of exiting 12th grade students was conducted in May/June. Additionally, input was sought online and in person from parents, guardians, and staff through an online portal and discussions at existing committee meetings (Supt/Parent Advisory Committee, District English Learner Advisory Committee, Curriculum, Standards and Student Support
Committee, Community Advisory Council, etc.). Over 1,400 comments were submitted identifying barriers to success and potential solutions to be considered. Listening circles were conducted with students at 12 K-8, middle, and high schools, ensuring authentic student voice was considered. Common themes were extracted from all of the sources and were used, in conjunction with other data and evidence, to identify revisions to the LCAP.

The final draft of the LCAP was posted online in May and provided to each school for final feedback before the Public Hearing on June 9, 2015. The final LCAP was approved by the San Juan Board of Education on June 23, 2015.

**How is the LCAP organized?**

San Juan’s LCAP is organized under two goals established in 2013-14. Each goal contains 3-4 focus areas that address one or more measurable outcomes. A numbering system was created for clarity. Measurable outcomes (metrics) are coded by goal and are now numbered (1.3.a is Goal 1 Focus 3 Metric A). Actions and services are classified similarly and include a designation for the year (16.1.2.1 is 2015-16 Goal 1 Focus 2 Action 1).

Goals and focus areas for the new LCAP are as follows.

<table>
<thead>
<tr>
<th><strong>Goal 1:</strong> Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready</th>
<th><strong>Goal 2:</strong> Foster respectful, collaborative, and reflective school and district cultures that ensure academic and social/emotional well-being for each student.</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus 1:</strong> Full implementation of standards and highly effective instruction in all content areas</td>
<td><strong>Focus 1:</strong> Health and social-emotional supports for all students</td>
</tr>
<tr>
<td><strong>Focus 2:</strong> Early intervention and prevention in academic areas</td>
<td><strong>Focus 2:</strong> Increased engagement and voice by parents and students</td>
</tr>
<tr>
<td><strong>Focus 3:</strong> Support for closing achievement gaps and for all students graduating ready for college and careers</td>
<td><strong>Focus 3:</strong> Culturally and linguistically responsive schools and classrooms</td>
</tr>
<tr>
<td><strong>Focus 4:</strong> Relevant, rigorous and engaging coursework for all students</td>
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This organization illustrates the inner-connectedness of actions and services, provides a stronger link to the metrics, and articulates the focus of the district’s resources.

**What is in the 2015-18 LCAP?**

Below are highlights of the 2015-2018 LCAP updated based upon data, evidence, and input collected in 2014-15.
Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

New Standards: The baseline data around implementation of Common Core standards in English-language arts and math, English language development (ELD) standards, and Next Generation Science Standards clearly demonstrated that ongoing work is needed. The breadth of the work will be reduced from 2014-15 in order to go deeper with teachers in targeted areas. This work will be evaluated for effectiveness and adjusted continually throughout the year. In order to ensure availability of high quality supplementary, standards-aligned instructional materials, an online learning management system is being expanded. This will house teacher-identified and teacher-created instructional materials for use across the school district.

English Learners: A review of 2014-15 data revealed a multi-year pattern of a lack of annual growth and progress to proficiency for English learners. The central support staff and language development training will broaden to serve more teachers. Professional learning on ELD standards, the new curriculum framework, and effective instructional strategies for all instructional administrators, certificated, and classified staff is planned for the fall. Additional teachers are being added at K8, middle, and high schools to ensure every English learner receives English language development instruction daily. Summer programs focused on newcomer English learners will continue with expansion of the summer program planned. Additionally, an English learner counselor will provide case management to support growth for long term English learners toward reclassification, graduation and college/career planning.

Mathematics: Math was another area of concern based on test results in grades 3-10 and the low level of students’ college readiness in math from 2013-14. In 2015-16, new Common Core aligned math materials are being implemented in TK-9 with professional learning for instructional staff and resources for parents. Middle school math intervention models will be piloted to assist students in catching up during this transition period. Reduced class size and low ratio support classes are also planned for ninth grade Integrated Math 1 to support students’ math success. CAHSEE interventions and other school-based support services for students will continue. When college readiness data from the 2015 testing is available, it will be analyzed to determine the areas where students are struggling in order to better meet student needs.

Reading: Based on mid-year data on primary grade reading, the professional learning reading initiative will be expanded to more schools for grade K-1 teachers, the focus of class size reduction. Reading in grades 3-9 was also a significant area of concern for the district as a whole and for every targeted group. Critical Literacy is being continued for 17 participating schools and is focused on deepening implementation of the instructional practices, but no new schools are being added pending a review of evaluation results. Reading Recovery, a grade 1 intensive intervention, and summer programs for low income students, will continue with additional supports to increase student reading across all schools in development.

College-Career Readiness: Completion of college entrance requirements (A-G) from 2013-14 suggests room for improvements. The changes in math and additional support for English learners (both noted above) along with increased graduation requirements and student supports are expected to positively affect this measure over time for English learners, low income students, and students with disabilities. This will also affect
completion of Career Technical Education (CTE) pathways. Expansion of CTE pathways is planned for the next several years; and counselors will be working with students, and especially foster youth, to raise awareness of program availability.

**Accelerated Coursework:** Enrollment of students in targeted groups in advanced classes increased in 2014-15. Middle schools are continuing to strengthen their honors classes and the addition of new middle grade counselors in 2015-16 will support outreach to students who otherwise may not self-identify as honors students. At high school, all groups showed increases of advanced course enrollment and this will continue in the next several years with more students having experienced Honors in middle school, additional outreach by counselors at the middle and high schools, and the use of 10th grade PSAT results beginning in 2015-16 to identify additional students for specific Advanced Placement classes.

**System of Support:** Student performance results and lack of systemic movement toward closing achievement gaps is driving the development of a multi-tiered system of support including increased support services during the school day as well as before/after school and during the summer. This system will provide prevention, early intervention and intensive services for struggling students. Summer programs will be both educational and engaging for students, deepening the connection with school. The addition (or expansion) of arts programs/integration at high poverty schools will also serve to connect students and school. At the high school level, additional services are being added to ensure that students continue working toward graduation at their comprehensive high school through credit recovery and parenting supports as needed. The multi-tiered system of support will also include support aligned with goal 2 which will be discussed later.

Priority for expanded funding has been placed on direct service to students with some 2015-16 actions/service delayed (increased central staff) in lieu of funding actions or services which are closer to students. This does not diminish the need for supports for schools, but instead takes a more targeted approach at allocating resources.

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

Goal 2 includes a wide variety of actions and services which affect the climate and culture in the district and at school sites. While many affect health and social emotional supports or parent/student engagement, many are also directly related to academic outcomes. These actions and services are intended to integrate with goal 1 services in support of students.

**On Time Graduation:** Two lagging indicators from 2013-14 are cohort graduation rates and high school dropout rates. These outcomes continue to be of concern for students with disabilities, English learners, and low income students (foster youth data not yet available). Curricular and instructional changes noted above including those for math and ELD are expected to have a long term affect. Additionally, blended online programs for credit recovery are being implemented at every high school to support students in catching up with missed credits while remaining enrolled on comprehensive high school campuses. The intent of the programs is to allow greater personalization to better meet student learning needs.
Engagement/Connection: Related to graduation and dropout rates are non-academic reasons that students disengage from school. Student perceptions around their meaningful participation with and connectedness to school declined from 2013 as did student ratings of high expectations and caring relationships on campus. This data suggests that more work is needed to ensure every school is responsive to the needs of each student. This work may be facilitated in schools in part through the site leadership team training. Providing additional venues to listen to student needs/input and build engaging and relevant programs around their interests will be expanded with new CTE programs serving as one example.

Attendance: For younger students, this lack of connection to school may result in poor attendance patterns which grow to patterns of chronic absences. Mid-year attendance patterns showed a decline and the rate of students who are chronically absent increased. School-based attendance incentives will continue into next year. Increasing engaging learning opportunities connected to school is planned, including arts/arts integration, increased CTE and other student-driven opportunities. Additionally, family support services provided centrally are being reorganized to increase cohesiveness and outreach to families including low income, foster youth, and homeless students.

School Safety: Students also reported lower rates of feeling safe at school compared with students in 2013. A variety of climate, equity, and diversity work along with increased parent involvement focuses on changing the culture at schools. More staff for campus supervision is being added in 2015-16 along with increased support for bullying prevention. Campus climate assessments will be piloted with in-depth examinations of multiple secondary campuses resulting in action plans to address the findings.

Behavior Support: Related to both safety and academic outcomes are suspension rates which were significantly improved, based on available data. Rates remain high among low income, foster youth, African American students, and students with disabilities. Increased behavioral structures for students are planned with program expansion pending evaluations of effectiveness. Campus climate and safety work will also have a positive effect on suspension rates for targeted groups, as will the planned increase of counseling services at K8 and middle schools and the availability of a blended learning on campuses. Learning Support Teams will be piloted at three locations in the district and models of academic and social-emotional support services for students will be refined through coordination with district and community resources. Findings from these pilots will inform the allocation of additional services to address mental health, drug, alcohol, and other student related issues for the next several years.

Parent Engagement: Data is not yet available on parent engagement trends for 2014-15, but the connection between parent involvement and positive outcomes for students must be noted. Parent education in a variety of forms occurred this year with varying levels of attendance. This work will continue with outreach to the parents of English learners, guardians of foster youth, and parents in poverty prioritized. This will include increasing the voice of parents/guardians to provide input and feedback to the district and schools as well as increasing interpreter availability for parents who are not English speakers. Strengthening the partnership with parents will strengthen the educational system supporting San Juan students.

San Juan remains committed to both goals established with the 2014-15 LCAP which are closely aligned with our district Strategic Plan.
**What’s new at school sites?**

San Juan’s LCAP contains actions or services which are delivered directly to school sites. The table below shows the actions or services your school MAY receive this year. Items with an asterisk (*) are for every school. This list does not include supports provided to schools through the central office or those initiated at school sites.

| All Schools | • Professional development on content standards and new math materials*  
|             | • Professional development on English language development standards and strategies*  
|             | • Direct funding allocation for school sites*  
|             | • Direct services to foster youth*  
|             | • English Learner Instructional Specialists/Bilingual Instructional Assistants  
|             | • Learning Support Team pilots  
| Elementary Schools | • Reduced class size in Transitional Kindergarten through grade 1*  
|                  | • Additional coaching and administrative support at Title 1 schools  
|                  | • Increased arts/arts integration programs  
| K-8 Schools | • Reduced class size in Transitional Kindergarten through grade 1*  
|           | • Additional counselor time*  
|           | • Staff for English Language Development classes  
|           | • Additional coaching and administrative support at Title 1 schools  
|           | • Increased campus safety staff  
| Middle Schools | • Staff for English Language Development classes*  
|              | • Staff for math intervention pilots*  
|              | • Additional counselor time*  
|              | • Two seasons of school sports*  
|              | • Additional coaching and administrative support at Title 1 schools  
|              | • Increased campus safety staff  
| High Schools | • Staff for English Language Development classes*  
|             | • Reduced class size in Integrated Math 1 and Integrated Math 1 Support classes*  
|             | • Credit recovery/blended online learning on campus*  
|             | • PSAT test (during the school day) for all 10th graders*  
|             | • Test fee reimbursement for qualifying students (Advanced Placement, International Baccalaureate exams)*  
|             | • Comprehensive educational advisement for foster youth*  
|             | • Counselor for long term English learners  
|             | • Increased Career-Technical Education programs  

**While the LCAP is a district plan, it is tightly connected to the Single Plan for Student Achievement developed at each school. Through the LCAP, schools receive supplemental grant funds to support English learners, foster youth and low income students attending the school. Planning for use of the funds is informed by data and evidence of student performance within the eight state priority areas and is a part of the work of School Site Council (SSC) and English Learner Advisory Committees (ELAC).**
How can I stay involved?

Throughout 2015-16, work on the LCAP actions and services will be reported online and through district newsletters. To stay involved:

1. Take available opportunities to give input or feedback
2. Ask how the supplemental funds are being used at your child’s school
3. Join the discussion of what is going well and what needs more work at the school
4. Volunteer to be a part of School Site Council, English Learner Advisory Committee, LCAP Parent Advisory Committee or other leadership groups at the school or district level

The LCAP is revised annually and input and feedback is sought through that process. Your input ensures that the plan is responsive to the needs of students, parents, guardians and staff in San Juan.