San Juan Unified School District
Local Control Accountability Plan
Executive Summary
June 30, 2014

**Background:** Last summer, the California Legislature dramatically altered how public education is funded for the first time in over 35 years with the passage of the Local Control Funding Formula (LCFF). LCFF is designed to provide school districts with a more equitable and flexible funding source by eliminating multiple categorical funds and placing the dollars into three grants – base grant, supplemental grant, and concentration grant. Every district in the state receives a similar per pupil base grant allocation. Almost every district in the state receives a per pupil supplemental grant allocation that must be targeted in support of Low Income (LI) students, English Learner (EL) students, and Foster Youth (FY) students. If the total number of LI, EL, and FY students in a district is greater than 55%, they also receive a concentration grant for each student over the 55% threshold. Therefore, every district in the state receives varying amounts of funding based on the needs of the students whom they serve.

The San Juan Unified School District (SJUSD) educates over 42,000 students in preschool through twelfth grade. Currently, 51% of students qualify as LI, 14% are EL, and over 600 FY attend SJUSD schools each year. Since the total number of unduplicated LI, EL, and FY students does not exceed 55%, SJUSD does not receive a concentration grant. The SJUSD supplemental grant is currently calculated to be $11,721,345. This is an increase of approximately $7,322,459 over last year’s Economic Impact Aid (EIA) allocation of $4,398,888, which was a categorical fund designed to target similar student populations.

In order to ensure school districts are utilizing the funds to support and enhance student learning, the State requires that each district seek community input in order to create a Local Control Accountability Plan (LCAP). This plan details the actions and services that will be taken with the funds and the progress that is expected to be demonstrated on a set of key metrics that align to the eight State priority areas – Basic Services, Implementation of Common Core and English Language Development Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Other Student Outcomes. The LCAP is a three-year plan that must be revised each year, based on the needs of the students, and approved by the SJUSD Board of Education in a public meeting. The approved plan is sent to the County Office of Education for additional approval and oversight.

**Process:** The San Juan Unified School District engaged in a multiple stage process to gather community input into the creation and revision of the LCAP. A group of 35
community stakeholders representing the Board of Education, labor groups (teachers and principals), parents, students, District staff, and a representative from each District committee met for two days in February to review District-wide student data and the following foundational documents: Local Education Agency Plan, English Learner Master Plan, Comprehensive Early Intervening Services Plan, and the District Strategic Plan. The group identified seven critical issues that must be addressed in order to better meet the needs of our students and community. These critical issues were taken to each of the District committees for feedback by their representatives. The feedback was reviewed during a third day of meetings, and the seven critical issues were transformed into six guiding statements that, if completed, would move the District closer to the fulfillment of its mission.

Upon the completion of the six guiding statements, every school in the District held a community meeting in which the principal described their school’s current work as it relates to the six guiding statements and asked for additional community input. All of the community input was submitted to the LCAP writing team.

The LCAP writing team reviewed all of the community input, District wide student data, and foundational documents in preparing a first draft LCAP document. A series of LCAP community meetings were scheduled for the weeks of May 5th and May 12th, 2014 to review the document and request additional input. Additionally, the draft LCAP document was available on the District website with a place for input for those who were unable to attend the community meetings.

The LCAP writing team reconvened the week of May 12th to review the community input related to the first draft of the LCAP. As a result of the input received, the following items were added, adjusted, or deleted for the second draft of the LCAP:

**Added:** Reduce class size (TK-3), hire additional counselors, create a System of Professional Growth (SPG), and add additional English Learner classes via Adult Education

**Adjusted:** Move the start date for the Director of Equity and Intervention from 2014-2015 to 2015-2016

**Deleted:** Coordinator of Special Programs, Administrative Assistant to the Director of Equity and Intervention, and Administrative Assistant to the Director of K-8

**Local Control Accountability Plan:** The final approved plan is formatted on the State-required template and is divided into multiple sections. Section 1 describes the community engagement process. Section 2 details the goals and progress indicators. Section 3 is divided into three parts – A, B, and C. Part A is the actions, services, and expenditures designed to improve student learning for all students. Part B is the actions, services, and expenditures for the LI, EL, and FY students. Part C is a brief narrative detailing the actions and expenditures for the LI, EL, and FY students.
The SJUSD LCAP has two overarching goals that were derived from the six guiding statements:

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

2. Foster respectful, collaborative, and reflective school and District cultures that ensure academic success and social/emotional well-being for each student

Within each goal, there are multiple actions, including the following:

- Collaboration time and professional development for quality first instruction in support of student learning (research-based instructional practices, which acknowledge and respect cultural and economic diversity)
- Collaboration time and professional development for counselors to address short- and long-term student academic and social/emotional needs
- Use data and evidence to inform decisions and actions, and evaluate progress and effectiveness of actions by student subgroup
- Identify and dismantle barriers to allow full access to challenging educational programs, courses, and social and academic support services
- Expand health and social/emotional support services to students and their families
- Create listening circles involving students and parents for feedback on key initiatives and issues
- Increase family engagement, parent education, and community outreach opportunities throughout the District that promote shared responsibility between staff, students, and families for student achievement.
- Expand and develop more high-interest student programs (academic and social) that connect students to their school and engage them in their learning
- Implement programs and supports that improve student behavior in order to significantly reduce lost instructional time due to office referrals or home suspensions due to student defiance as defined under Education Code 48900k
- Create a District-level intervention model to address the needs of those students with the most significant behavior concerns in order to improve academic outcomes, increase the high school graduation rate, and reduce in-school and out-of-school suspensions and expulsions
- Professional development and support designed to increase actively engaged, focused, and on-task student learning through culturally-responsive instruction
- Ensure that every Foster Youth student receives educational advisement from a Foster Youth advisor
• Convene a Dropout Prevention Task Force with multiple stakeholders (students, staff, parents, and community members from elementary and secondary schools)
• Identify and implement District-wide trainings for Article 24 site leadership teams in order to promote reflective and collaborative cultures that result in improved student outcomes
• Reduce TK-3 class size based on pending agreement between the San Juan Unified School District and the San Juan Teachers Association
• Allocate additional counselor staffing to all comprehensive high schools in 2014-2015, 2015-2016, and 2016-2017
• Allocate additional counselor staffing to all middle schools in 2015-2016
• Allocate additional counselor staffing to support K-8 schools in 2015-2016
• Provide PSAT for all 10th grade students in 2014-2015 and all interested 8th grade students in 2015-2016
• Continue the Principal Network Facilitator model of support
• Create a System of Professional Growth (SPG) designed to foster reflective practitioners who are continuously improving their teaching practice in order to increase student learning
• Increase access to Adult Education English Learner classes throughout the District

LCFF Supplemental Grant: San Juan Unified School District's supplemental grant allocation for 2014-15 is projected to be $11,721,345. The supplemental funds are being utilized within the draft LCAP as follows:

• 49% is allocated to school sites based on a per pupil allocation with an off ratio adjustment for Encina Preparatory (6-12), San Juan High School, Edison Language Institute, and Cottage Montessori. Sites are utilizing these funds to support site-level initiatives identified in their Single Plans for Student Achievement (SPSA), Site Strategic Plans, and to direct services for EL students in the form of English Language Instructional Specialists, Bilingual Aides, and additional English Language Development instruction
• 20% is being used to employ site-level personnel in the areas of instructional specialists, administration, counselors, and coaching
• 7% is being used to employ District curriculum and instructional support personnel to work directly with sites and coordinate Common Core State Standards implementation and English Language Development-aligned content and assessments
• 12% is being utilized for District administrative costs in support of greater academic achievement and social/emotional support for students, as well as to increase family engagement at the school site and District levels
• 8% is being allocated to district departments to support new work identified in the LCAP
• 3% is reserved for potential increased costs and services

Of the 74.64 “full-time equivalency” (FTE) positions scheduled to be funded from the supplemental grant, 37.6 (50.3%) are SJTA members; 20.7 (27.7%) are
Finalizing the Plan: The second draft of the LCAP has been available on the District website as of May 21, 2014 and was presented to the Curriculum and Standards Committee on May 21, 2014, at a Board Workshop on May 27, 2014, and a public hearing at the June 10, 2014 Board Meeting. The Board of Education took action on June 24, 2014 and the plan was submitted to the Sacramento County Office of Education on June 25, 2014.

Next Steps: Implementation of the 2014-15 plan is occurring and communication around the core components of the LCAP will occur at the District and school site levels. In early fall the LCAP Advisory group will be formed to provide ongoing input and feedback from all stakeholders. SJUSD staff continues to work closely with the Sacramento County Office of Education to ensure the plan is understandable and meets all state guidelines.

For more information about the development of the San Juan Unified School District’s LCAP, please look at the webpage below, which contains the full approved LCAP, the process for community engagement, and frequently asked questions.

http://www.sanjuan.edu/domain/2397

A special thank you to the hundreds of parents, staff, and students who provided input and guidance into the development of this plan.