Proposed LCAP Pie Charts “San Juan at a Glance”
Ad Hoc Committee Report to the LCAP Advisory Committee
(Submitted by: David Balla-Hawkins, Amy Kassouni, Juan Yniguez)
February 12, 2015

Charts/Graphs for “San Juan at a Glance”:
• Contractual/Bargained Funds v. Uncommitted Funds
• Funding Breakdown (Federal, State, Title I, Property Tax, ADA, and any other sources of funding)
• Title I funding expenditures
• SJUSD total expenditures. See below chart as a guide, with possible legend to note specifics within each piece of the pie.

Expenditures by Activity for San Juan Unified in 2012-13

- Funding allocated for parent engagement versus other allocations
- Student Outcomes and Funding allocated by student demographics (e.g., Foster Youth students, English Learner students, Low Income students, resource students, special education students, GATE students, any other student demographics, all remaining students). These data are critical for parent awareness of funds spent on their own child. See Public Relations note below.
Goal #1: Ensure a Safe, Welcoming, and Supportive Campus Climate

Guiding Assumption: A safe, welcoming, and supportive campus climate, is the key for the success of all LCAP initiatives and interventions.

• Campus climate benefits all students from elementary through high school.

GOAL #1 Action Plan for consideration:

• Conduct campus climate assessments for all high school campuses, and targeted middle and elementary schools:
  o To make this a meaningful process, all interviews with staff, teachers, and principals should be considered confidential in nature and managed by professionals outside the district. The assessments should be completed by trained professionals with experience and proven results.
  o Develop RFP(s) for independent assessments conducted by out-of-district professionals.
  o The assessments should determine if campuses have collaborative or adversarial climates
  o The assessments should identify areas of need and intervention

• Based upon the climate assessments, the district and campuses should develop action plans to ensure optimal campus climates:
  o The action plans should include Restorative Justice programs for all campuses
  o The action plans should provide for training of all principals and utilize them as primary implementers
  o The action plans should include a campus Family Engagement-Tracking system whereby annual goals and modes (e.g., opt-out e-mails, phone calls, campus meetings, home visits, etc.) for interacting with families are set, tabulated, assessed, and re-calibrated.
**Goal #2: Close the Achievement Gap**

Guiding Assumption: In order to close the Achievement Gap SJUSD should commit wholeheartedly to the philosophy that all students can and will learn by truly making the A-G Curriculum the default curriculum.

**GOAL #2 Action Plan for consideration:**
- Ensure that sufficient funding is available to all students, including Foster Youth, Low Income, and English Learners, to ensure access to and completion of the A-G Curriculum.

  Comprehensive Implementation of the A-G Curriculum must increase access to college. Therefore:

  - Since Algebra I and other STEM courses are the gateway to college, special focus should be placed upon providing sufficient resources to ensure access and completion to these courses.
  - Preparation courses and financial resources to pay the fees for Standardized Tests (SAT and ACT) should be made available to EL, LI, and FY students.
  - Sufficient financial aid funding for AP and IB testing should be made available to EL, LI, and FY students.
  - The District needs to provide sufficient in-class technological resources to ensure a 21st Century Curriculum.

**Goal #3: Find and Fund Success**

Existing programs within the district have a proven track record of success for EL/FY/LI Students. Are these programs getting the funding needed to continue to operate successfully?

**GOAL #3 Action Plan for LCAP committee dialogue & consideration:**

Ensure adequate funding of existing programs that already work to increase college going and graduation rates of EL/FY/LI students:

- Seek out existing district programs which have historically been successful in serving the EL/FY/LI students and fund these programs as needed.
- E.g., look to the Passport and International Studies Programs (60% of the students in these programs are identified EL/FY/LI with 100% graduation rate last year).