



San Juan
Unified School District

Draft 2021-2024 Local Control Accountability Plan



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Unified School District

CDS Code: 34674470000000

School Year: 2023-24

LEA contact information:

Gianfranco Tornatore

Director, Continuous Improvement and LCAP

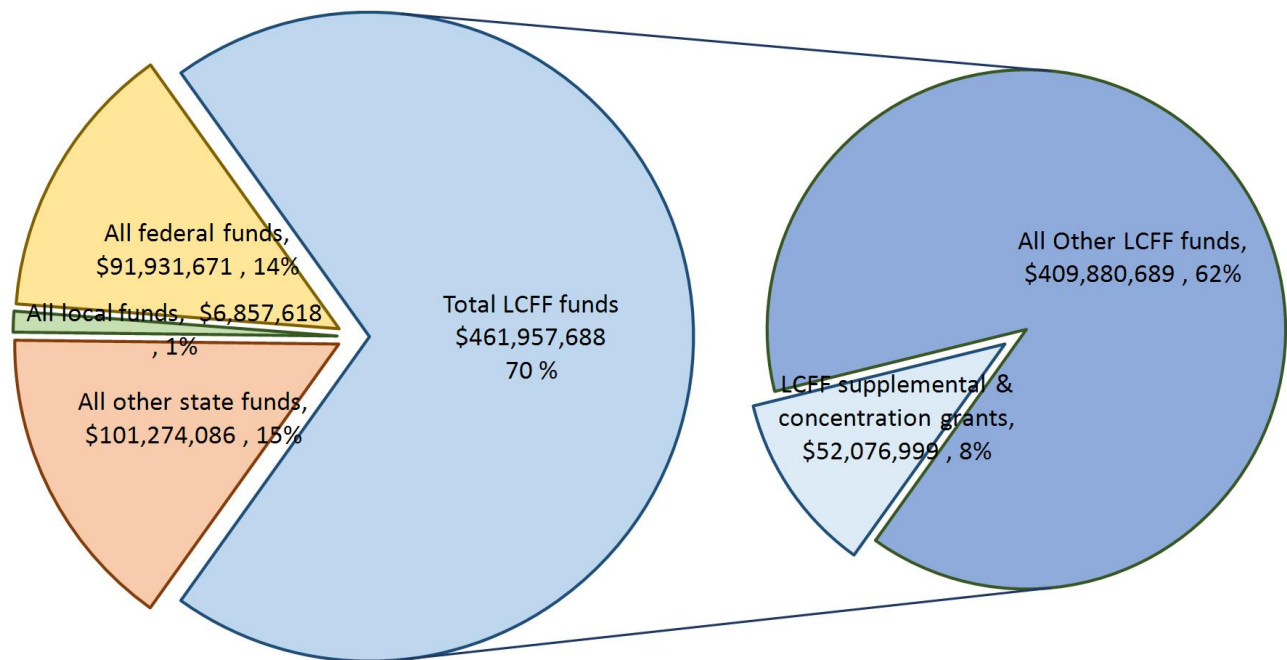
gianfranco.tornatore@sanjuan.edu

916-971-7931

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

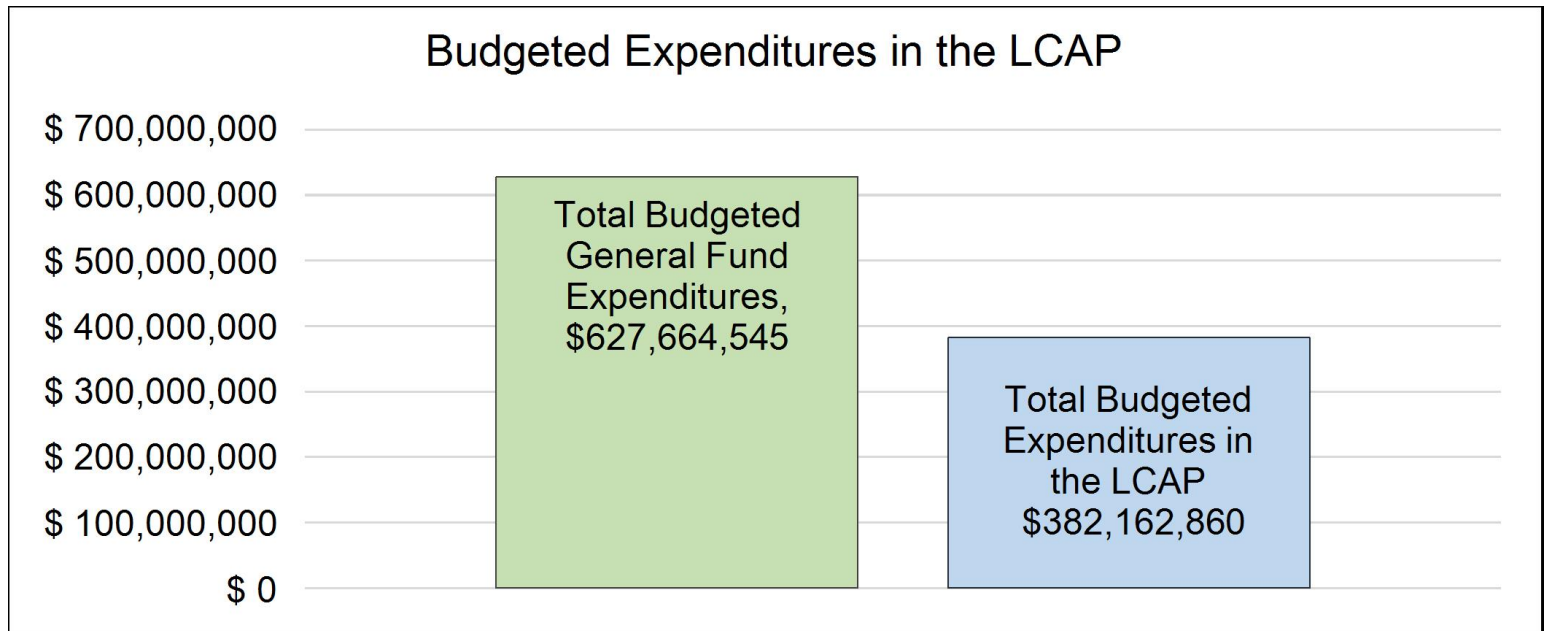


This chart shows the total general purpose revenue San Juan Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Juan Unified School District is \$662,021,063, of which \$461,957,688 is Local Control Funding Formula (LCFF), \$101,274,086 is other state funds, \$6,857,618 is local funds, and \$91,931,671 is federal funds. Of the \$461,957,688 in LCFF Funds, \$52,076,999 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Juan Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Juan Unified School District plans to spend \$627,664,545 for the 2023-24 school year. Of that amount, \$382,162,860 is tied to actions/services in the LCAP and \$245,501,685 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- District and school general operating and housekeeping expenses
- Routine repair and maintenance
- Insurance
- Transportation
- Instructional materials and resources
- Professional and consulting services
- Special education
- Other certificated and classified employee salaries and benefits
- COVID-19 related expenditures

These expenditures, while not included in the Local Control and Accountability Plan, are integral to the district's ability to serve students and families.

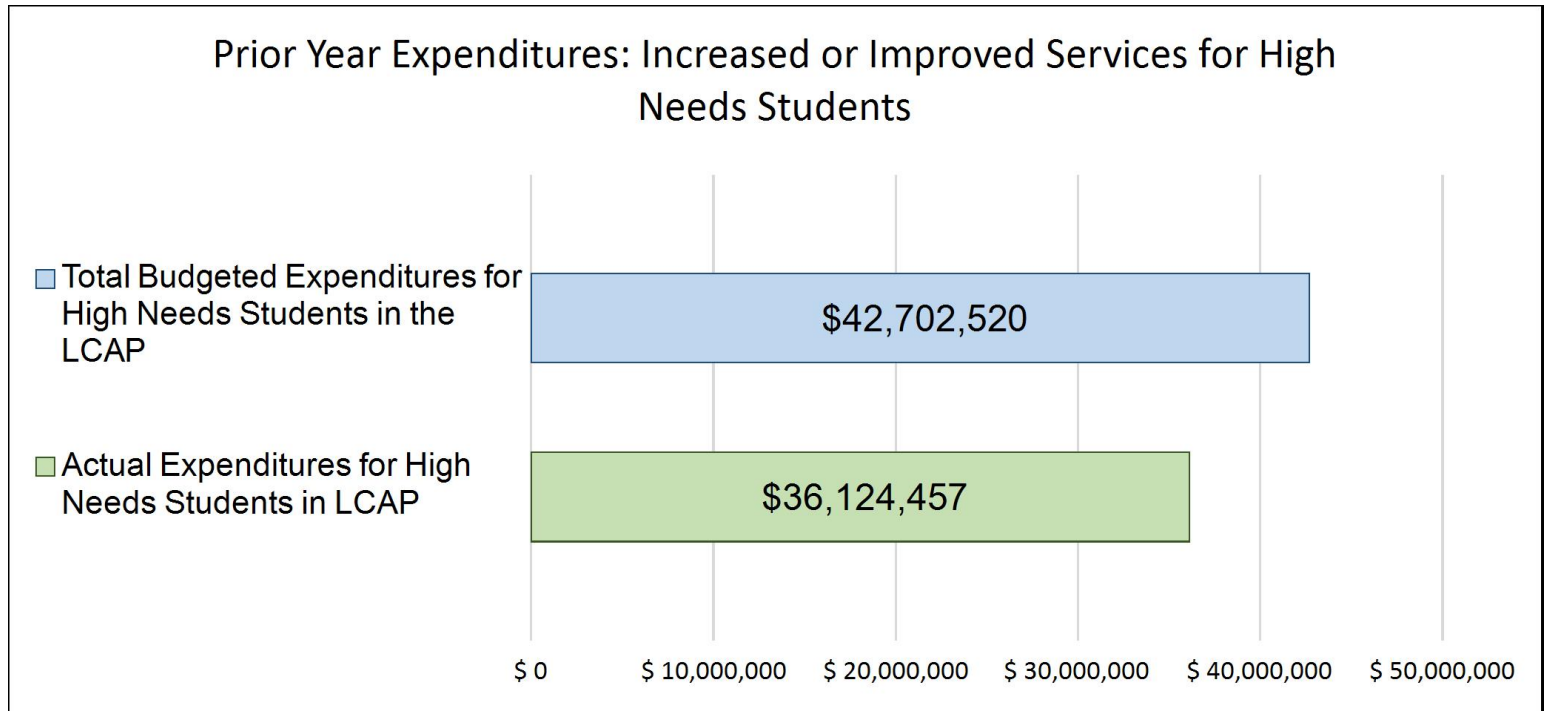
Comparing the Total Projected Revenue of \$662,021,063 and the Total Budgeted General Fund Expenditures of \$627,664,545, the difference is \$34,356,518. This fund balance represents required reserves for economic uncertainties, multi-year one-time grants, and committed funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, San Juan Unified School District is projecting it will receive \$52,076,999 based on the enrollment of foster youth, English learner, and low-income students. San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Juan Unified School District plans to spend \$57,841,126 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what San Juan Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Juan Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, San Juan Unified School District's LCAP budgeted \$42,702,520 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent \$36,124,457 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-6,578,063 had the following impact on San Juan Unified School District's ability to increase or improve services for high needs students:

Looking across goals 1-5, the difference between our planned expenditures and actual expenditures was due to staffing and substitute shortages, vacancies, and shifting in funding to sources outside of the LCAP. The impact of the difference in funding resulted in the inability to fully implement some actions as planned. Additionally, the impact of the difference in funding resulted in carryover funding for the upcoming 2023-24 school year.



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Unified School District	Gianfranco Tornatore Director, Continuous Improvement and LCAP	gianfranco.tornatore@sanjuan.edu 916-971-7931

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Valuing diversity and excellence, San Juan Unified School District's (SJUSD) mission is to empower all in our inclusive learning community to contribute and thrive in a radically evolving world. Our shared values include inclusivity, real-world knowledge, voice, social and emotional intelligence, and perseverance. Through policies, practices, programs, and decisions, SJUSD will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that are focused on the following:

1. **Connected School Communities:** Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.
2. **Healthy Environments for Social-Emotional Growth:** Staff will cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social and emotional learning to ensure essential student development.
3. **Engaging Academic Programs:** Staff educators will engage and support each student in a challenging and broad course of study that builds skills, knowledge, and experiences preparing all to be critical thinkers who communicate effectively, collaborate, and are civic-minded.
4. **Clear Pathways to Bright Futures:** Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career, and bright futures filled with opportunity.

SJUSD has 65 schools, employs approximately 5,526 staff, covers 75 square miles, and serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a significant number of refugee and immigrant students who speak Spanish, Dari, Pashto, Farsi, Russian, Arabic, Ukrainian, and many other languages. Approximately 57% of our students qualify for low-income services and are enrolled at every school campus throughout the district.

Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs, including Montessori, Spanish Dual Immersion, Rapid Learner, International Baccalaureate, CIVITAS, career technical pathways, Advancement Via Individual Determination (AVID), and other specialties. Individual schools may also have a specialized focus on science, technology, engineering, arts, and mathematics (STEAM). Enrollment beyond the neighborhood school is available through the open enrollment process each winter. San Juan also has programs for infants/toddlers, preschool, and adult education throughout the district.

While each school is unique, we are committed to providing a high-quality education for every student that includes:

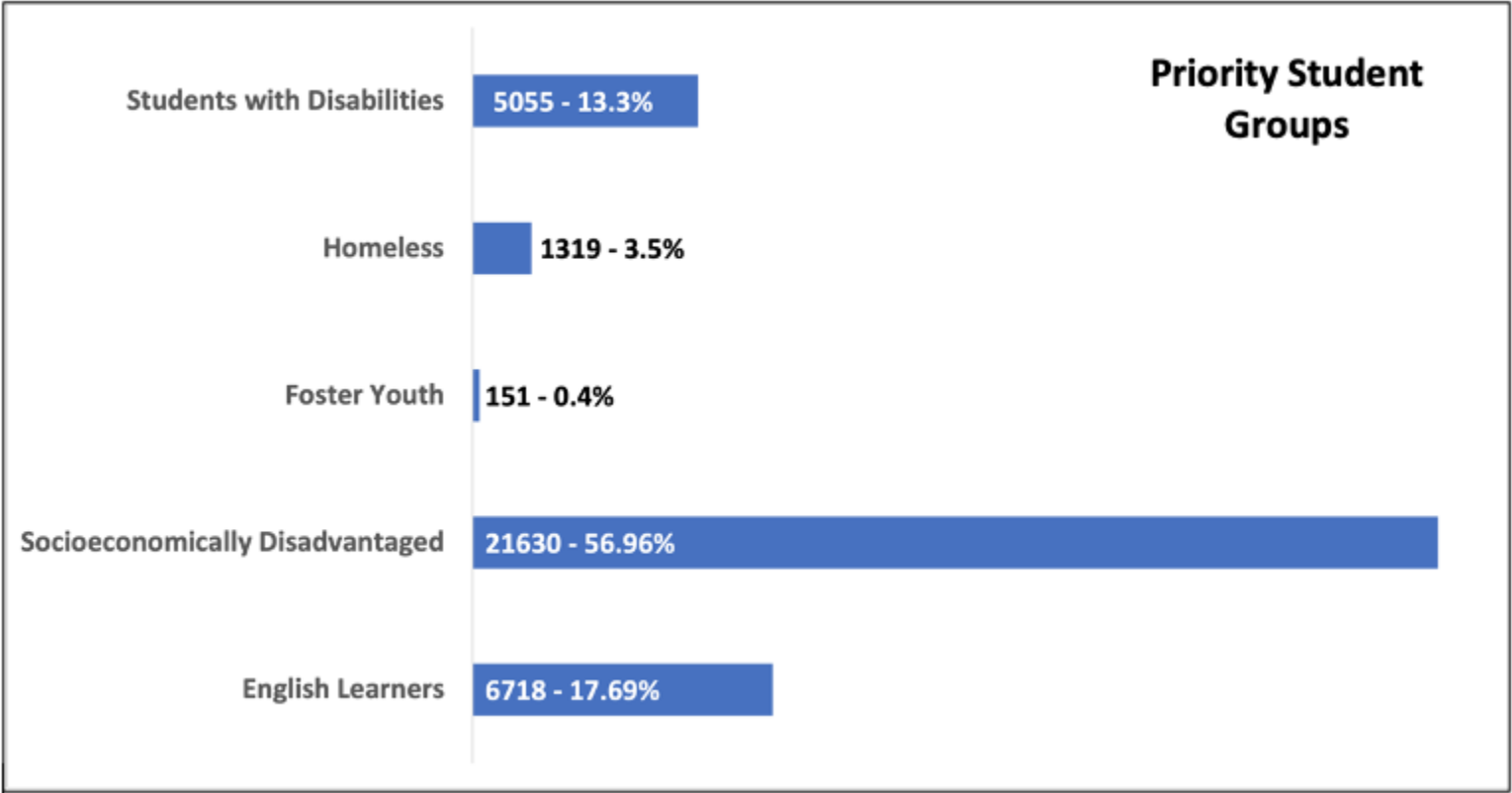
- A challenging, standards-based academic program at every school
- Additional supports for students who require extra assistance
- Enrichment opportunities and programs

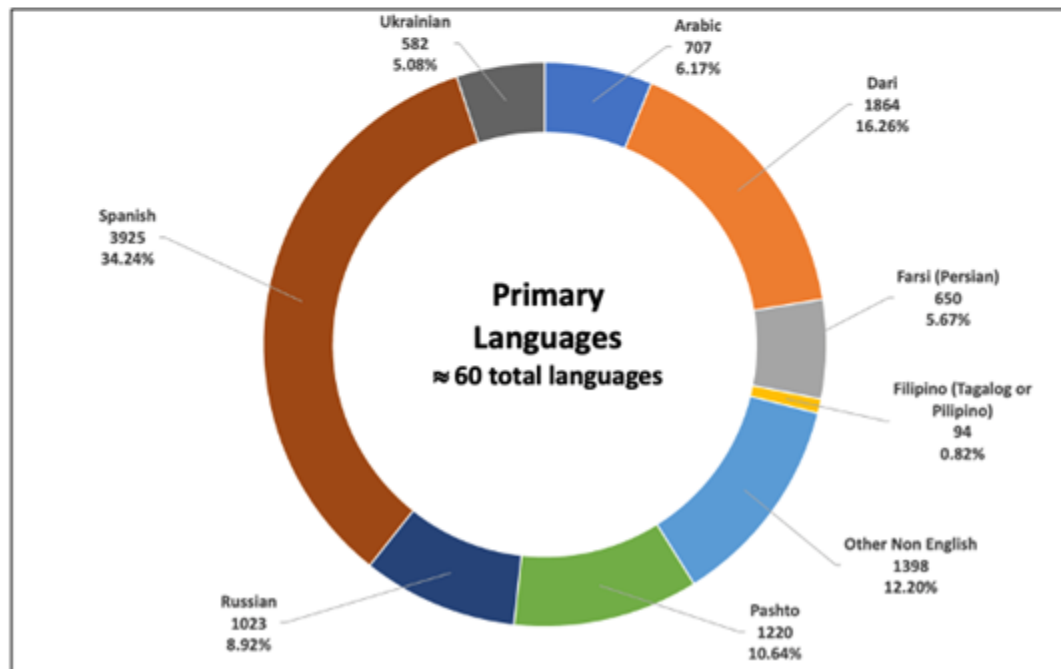
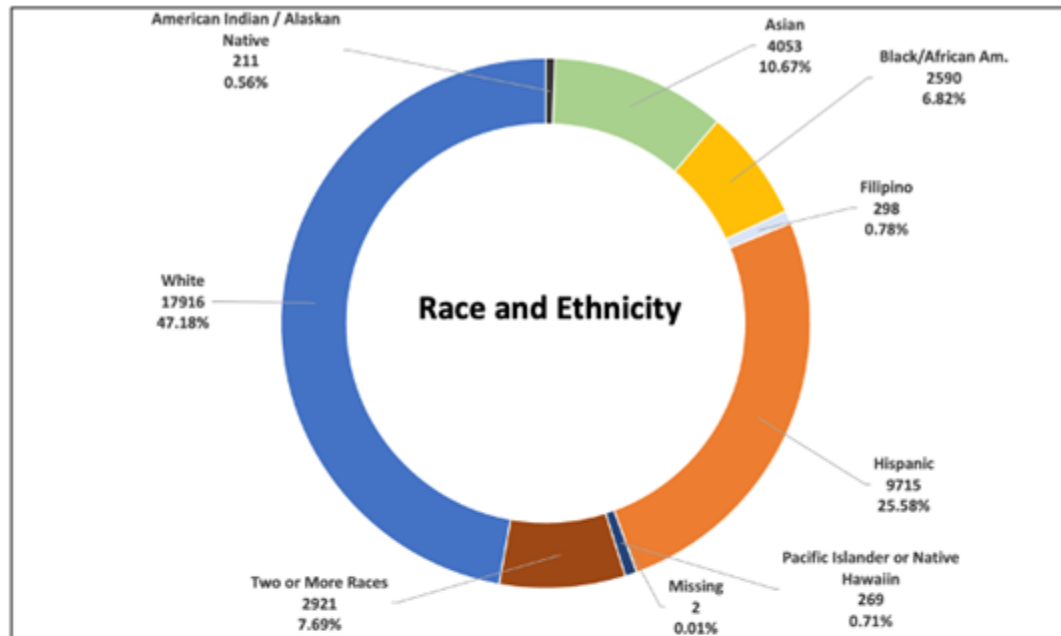
Recognizing that students may face a variety of challenges and needs, SJUSD ensures the success of each student by providing academic, behavioral, and social-emotional supports through our multi-tiered system of support (MTSS) as well as engaging, relevant, and innovative instruction and programs. Using a continuous improvement process, we continue to adjust our efforts to better meet the needs of our children and families by partnering with parents/guardians, staff, students, and the community.

The graphs below show the district's student demographics. As of March 15, 2023, there are approximately 37,975 TK-12 students enrolled. Our diverse student population includes 57% socioeconomically disadvantaged (SED), 17.7% English learners (EL), 13.3% students with disabilities (SWD), 3.5% homeless youth (HM), and 0.4% foster youth (FY). Our ELs speak the following languages: Spanish 34.2%, Dari 16.3%, Pashto 10.6%, Russian 8.9%, Arabic 6.2%, Farsi (Persian) 5.7%, Ukrainian 5.1%, Filipino (Filipino or Tagalog) 0.8%, and other non-English 12.2%. By ethnicity, San Juan students identify as White 47.2%, Hispanic 25.6%, Asian 10.7%, African American 6.8%, Filipino

0.8%, Pacific Islander 0.7%, American Indian or Alaskan Native 0.6%, and two or more races 7.7%.

San Juan Unified School District 2022-23			
Communities Served: Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, Orangevale			
37,975 TK-12 students	5,526 staff	65 schools	75 square miles





Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

San Juan Unified expanded its educational partner engagement in 2022-23 by increasing the number of groups and participants engaged as well as conducting more targeted and intentional outreach. For example, SJUSD increased:

- The number of ThoughtExchange and listening session participants from approximately 1420 to 2500.
- The number of educational partner groups from approximately 45 to 65 with an emphasis on our targeted student groups.
- The number of students from our targeted groups who facilitate listening sessions as part of our San Juan Youth Voice Advocates (SJYVA).

In 2021-22, the percentage of current English learner (EL) students who made progress towards English language proficiency was 51.8%, which was higher than the statewide average. Additionally, reclassified ELs performed above standard in English Language Arts. Local data results also show an increase in students scoring at a level 4 performance level, most prominently for our EL students who have been in the US for more than 5 years.

To build upon this success and continue to make progress in meeting the academic and language needs of our ELs with various profiles, San Juan Unified will implement:

- Intervention and enrichment opportunities to accelerate English language proficiency such as after school tutoring, Saturday classes, Summer Math Camp, Camp Invention, and English Language Proficiency Assessments for California (ELPAC) Bootcamp.
- Bilingual Instructional Assistants (BIA) to provide scaffolds and supports focused on literacy and academic discourse.
- School Community Resource Assistants (SCRA) to build relationships and partnerships with our EL community, and connect students and families with resources and tools to navigate the American school system.
- Professional learning and additional staff such as program specialists and Teachers on Special Assignment (TOSA) to support integrated and designated English language development using the EL Roadmap, content standards, Universal Design for Learning framework (UDL), and Guided Language Acquisition Design (GLAD).
- And, finally, parent engagement workshops focused on how to support instructional learning at home.

In 2021-22, 37.6% of students in kindergarten through grade 8 were chronically absent and missed 10 percent or more of the instructional days they were enrolled. However, when we look at how the student absence rate of our chronically absent students has changed over time between 2021-22 and 2022-23, we see that chronically absent students are missing fewer days of school and showing improved average daily attendance. For example, in semester 1 of the 2021-22 school year, the percent of chronically absent students who missed more than 15% of school days was 18.3%. Whereas the percent of chronically absent students who missed more than 15% of school days in semester 1 of the 2022-23 school year decreased to 14.3%.

To build upon this success and continue to make progress, San Juan will implement actions that include:

- Transportation for our foster youth and homeless students and increasing ridership.
- Staffing and community partnerships to expand access to resources, programs, and services.

- Increasing communication by coordinating our outreach efforts across the district through our Family and Community Engagement (FACE) Mobile, parent workshops, and social media. And, at the site level, through our school leaders, teachers, counselors, social workers, and staff.
- Regular meetings with families in their home language to provide: 1) Resources such as technology devices, internet access to students, free bus passes, food and clothing; 2) Services such as mental health support, translators, and alternative education programs; 3) Interventions by engaging students and families in co-creating home routines and plans.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the Dashboard, there is a need to increase the number of students who are meeting grade-level standards in English Language Arts (ELA) and mathematics on the California Assessment of Student Performance and Progress (CAASPP), which is taken by students in grades 3-8 and grade 11. There is also a need to reduce the suspension rate of students in kindergarten through grade 12 who have been suspended at least once in a given school year (students who are suspended multiple times are only counted once on the Dashboard indicator). Student groups with significant performance gaps in these areas include African American, English learner, foster youth, homeless youth, and students with disabilities.

To address the disparities for our student groups and improve overall student performance in ELA and math, San Juan Unified is implementing actions that include:

- Professional learning, coaching, and collaboration for teachers focused on instruction aligned to the ELA, history-social science, and math frameworks.
- Tier 1 and 2 academic interventions through our Multi-Tiered System of Support (MTSS) as well as a universal screener for dyslexia.
- Effective instructional practices such as co-teaching and Universal Design for Learning (UDL), which are differentiated and inclusive approaches to teaching and learning.
- Tutoring, flex periods, and diagnostics to provide targeted small group instruction to students.
- Intervention teachers and instructional assistants in our elementary and K-8 schools to provide additional support to students.

In response to our suspension data, we are providing schools with a multi-tiered system of social, emotional, behavioral, and mental health supports. These include:

- Direct services to students such as counseling services, mentoring programs, and K-12 support center services.
- Additional staff to support schools with reviewing data, aligning resources to the data, and implementing social emotional learning programs.
- Professional development such as alternative practices to suspension focused on Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), and de-escalation training.
- Network Improvement Communities (NIC) focused on continuous improvement practices that support our African American students and students with disabilities.

- Unconscious bias training, culturally responsive and restorative strategies to support safety planning, training, and student supervision.

Additionally, Differentiated Assistance (DA) is provided to assist districts in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. San Juan Unified met the criteria for differentiated assistance and is required by the California Department of Education to include an additional LCAP goal to outline support for the following student groups: foster youth, homeless youth, and students with disabilities.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

By integrating the planning process of the LCAP, Expanded Learning Opportunities (ELO), and Elementary and Secondary School Emergency Relief (ESSER III) expenditure plans, San Juan created a comprehensive three-year plan that braided the funds, actions, services, and strategies of each plan to address the immediate and long-term impact of COVID-19. Specifically, the plans address students' academic, social, emotional, and mental health needs as well as continuous and safe in-person learning with an emphasis on our priority student groups.

In developing these three plans, San Juan developed, maintained, and expanded engagement with our educational partners to shape and influence each plan's actions and expenditures. As part of San Juan's continuous improvement efforts, we engaged multiple educational partner groups that included students, employees, staff, labor groups, and community partners. We used multiple outreach and engagement strategies to maximize participation, differentiate our approach, and lift the voice of our diverse community, specifically those of our historically underrepresented students and families. The strategies included:

- ThoughtExchanges, listening sessions, focus groups, and surveys.
- Engaging our educational partners in 1:1, small, and large group settings through online, phone, in-person, and paper communication.
- Communicating these opportunities with our educational partners in variety of ways including through the district website, mass notification, social media, community newsletters, and targeted outreach.

Community input from educational partner groups was collected, which was then used to develop and align actions across all three plans that build and expand on one another to provide a cohesive and comprehensive strategy.

An additional highlight is our districtwide focus on leading for equity-driven continuous improvement (EDCI). This means getting better at removing barriers as well as creating pathways and access to opportunities for all students with a specific focus on our English learner (EL), low-income (LI), and foster youth (FY) students. To improve our capacity to lead for EDCI, our Division of Teaching and Learning Staff focused on the following key areas:

- Planning with our EL, LI, FY students in mind first.
- Monitoring progress and implementation of actions.

- Using inquiry-based processes to drive learning and improvement.
- Focusing on improving outcomes, experiences, and access to opportunities for our EL, LI, and FY students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Katherine Johnson
- La Entrada
- La Vista
- Starr King

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

San Juan Unified School District will provide schools that met the criteria for Comprehensive Support and Improvement (CSI) the opportunity to participate in a Networked Improvement Community (NIC). The NIC is a five-part series that works through the four stages of continuous improvement which includes conducting a needs assessment and root cause analysis, defining goals and evidence-based interventions, prototyping and implementing solutions, and measuring and reporting on the impact of the improvement plans. The purpose is for each school site to make changes in practice that reflect student needs and result in improved outcomes, experiences, and opportunities for students.

Each of the five network meetings will provide school leadership teams with an opportunity to engage in the continuous improvement process to address their Problem of Practice (i.e., suspension, attendance, African American achievement, etc.), and the learning space to collaborate with partner school sites within the network to share ideas, resources, and best practices.

In addition to the network meetings, a coach will be assigned to each school site to provide expert guidance and personalized support throughout the NIC process. The coach will also act as a thought partner during the network meetings to help eligible CSI schools achieve their goals, and to ensure that school leadership teams are equipped with the necessary tools and resources to drive improvement. Collectively, the NIC and coach will support the development and implementation of the School Plan for Student Achievement (SPSA) in alignment with the Local Control and Accountability Plan (LCAP).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The district NIC facilitator and coach will engage in the following practices to monitor and evaluate the plan to support student and school improvement: 1) provide regular check-ins with site administrators and school improvement teams to refine and modify improvement plans based on regular review of data and information; 2) review each school's Plan-Do-Study-Act (PDSA) plans and inquiry cycles to identify measurable and actionable goals; and 3) create and share site reports with each school to provide feedback and monitor progress of plans.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

San Juan Unified School District (SJUSD) is committed to ensuring the voices of students, staff, families, and community members are lifted into the planning, implementation, and reflection process for how our approximately 37,975 TK-12 students are engaged in learning. Outlined below is the district process for gathering educational partner input to inform the actions and services in the 2023-24 Local Control and Accountability Plan (LCAP).

Between November 2022 and March 2023, we engaged approximately 2500 participants and over 65 educational partner groups using questions identified from our four goal areas:

- Connected School Communities
- Healthy Environments for Social and Emotional Growth
- Engaging Academic Programs
- Clear Pathways to Bright Futures

Educational partner listening sessions were held with statutorily required groups such as students, parents/guardians, community partners, district staff, and collective bargaining groups as well as priority populations such as English learner, low income, and foster youth students. On March 16, 2023, the Local Control and Accountability Parent Advisory Committee (LCAP PAC) met to review educational input themes to identify shared areas of interest within and across educational partners groups as they relate to services supporting English learner, low-income, foster youth and, more broadly, all students. District focus teams and the Special Education Local Plan Area (SELPA) team reviewed and monitored 2022-23 LCAP actions, metrics, and expenditures throughout the year. Additionally, LCAP PAC perspectives and insights, educational partner key themes, and climate survey results were used to support the planning and development of the 2023-24 LCAP. On May 25, 2023, a draft plan of the LCAP was presented to the LCAP PAC and the District English Learner Advisory Committee (DELAC) in separate meetings. Both groups reviewed the LCAP and provided comments to the district superintendent. The superintendent's responses were posted on the district LCAP website and were shared with the LCAP PAC and the DELAC. The draft LCAP was posted on the district LCAP website and was also placed in the district lobby to allow written comments to be submitted prior to the public hearing. On June 13, 2023, the LCAP draft plan was presented in a public meeting, and on June 27, 2023, the LCAP was adopted by the local governing board.

A summary of the feedback provided by specific educational partners.

SJUSD used focus groups, listening sessions, surveys, and ThoughtExchanges to engage our educational partners. Two questions were asked with modifications as needed for accessibility:

- What are some things our schools are doing well to support students and families?
- What are some things our schools can do differently and focus on in order to improve?

The following educational partner groups were engaged:

- African American Families: March 2023

- African American Staff: January 26, 2023, February 13, 2023, February 27, 2023
- African American Students: March 2023
- American Indian Education Program Parent Advisory Committee (AIEP PAC): November 2022
- Black Student Unions (High School): February 8, 2023
- Black Student Unions (Middle School): January 25, 2023
- Brown/Latinx Student Union: February 15, 2023
- District English Learner Advisory Committee (DELAC): January 26, 2023
- English Learner Advisory Committees (ELACs): November-December 2022
- English Learner Community Partners: November 8, 2022
- English Learner Students: November 2022-January 2023
- English Learner Student Leadership Council: November 17, 2022
- Equity Collaborative Community Partners: December 13, 2022
- Foster Youth Community Partners: November 29, 2022, December 12, 2022
- Foster Youth Staff: December 22, 2022
- Foster Youth Students: November 10, 2022
- Lesbian, Gay, Bisexual, Transgender, Queer+ (LGBTQ+) Students: December 15, 2022, December 2022 (survey)
- Long-term English Learners Students (LTEL): November-December 2022
- McKinney Vento (Homeless) Community Partners: December 2022
- McKinney Vento (Homeless) Families: November-December 2022
- McKinney Vento (Homeless) Staff: November-December 2022
- McKinney Vento (Homeless) Students: November-December 2022
- Newcomer/Refugee Students: December 2022
- Newcomer/Refugee Families: December 10, 2022, February 18, 2023
- Prevention Services Staff: December 21, 2022
- Prevention Services Students: December 1, 2022
- SJUSD Curriculum, Standards, Instructional and Student Services Committee: January 18, 2023
- SJUSD Elementary, Middle, and High School Students: November 2022-February 2023
- SJUSD Facilities Committee: November 1, 2022
- SJUSD Students With A Voice (SWAV): February 2023
- SJUSD Teachers Association (SJTA): January 19, 2023
- Special Education Families: December 8, 2022
- Special Education Students: November 2022-February 2023
- Superintendent Parent Advisory Committee (SPAC): January 19, 2023
- Superintendent Student Advisory Council (SSAC): December 6, 2022
- Tallares Familiares: February 17, 2023
- ThoughtExchanges – Districtwide, labor groups, English Language Advisory Committees (ELAC), School Site Councils (SSC), special education families: November, 2022-January, 2023

Additionally, from January 10 through February 13, 2023, a climate survey was administered to students in grades 4-12 as well as parents/guardians and staff across the district. The survey included items and categories aligned to LCAP actions and metrics. There were 21,288 total responses that included 10,280 student, 9,358 parent, and 1,650 staff responses.

Educational partner input was then reviewed within and across groups for common themes to identify both districtwide and student group-specific needs with an emphasis on English learners, low-income, and foster youth students. The themes by goal area that emerged from our educational partners include:

Goal 1 - Connected School Communities:

- Parent classes and workshops
- Resources to access food, clothing, and shelter
- Subsidized childcare, transportation, technology, clubs, programs, and fees
- Consistent, timely, and translated communication from the district and school sites to families
- Increase collaboration with community partners
- Peer and staff relationship building, clubs, sports, and community building events
- Chromebooks for teachers and students

Goal 2 - Healthy Environments for Social and Emotional Growth:

- Mental health staffing, supports, and wellness spaces for students and staff
- Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs
- Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus
- Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones
- Culturally diverse, healthy, and appetizing meal choices
- Staff diversity, recruitment, and retention

Goal 3 - Engaging Academic Programs:

- Engaging, fun, real-world experiences and opportunities
- Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians
- Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math
- Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child
- Consistent use of software learning platforms across schools and classrooms

Goal 4 - Clear Pathways to Bright Futures:

- Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)
- Access to academic counselors and Naviance
- Opportunities for all K-12 students to explore strengths, interests, and goals
- College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships
- Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Realigning and strengthening the district's strategic plan to the LCAP resulted in an updated strategic framework, which included a revised mission statement, newly created shared values, an equity lens statement, and four focus areas. A critical aspect of the updated strategic framework was the recognition that to better meet the needs of our students and families, support our continuous improvement work, and inform the planning of the LCAP, the district needed to expand the scope of listening and learning with educational partners in the community to ensure a diversity of voices were represented in the LCAP.

An expanded educational partner engagement process was implemented resulting in an increase in the number of diverse educational partners engaged, especially students, who provided their voice in the development of the LCAP as well as facilitated listening sessions. Additionally, the quality of educational partner feedback improved because of the questions being connected to the four focus areas. This allowed the district to identify needs and actions for our priority groups and, more broadly, for all our groups across the district.

The input collected from our educational partner groups was organized into common themes both within and across groups. These common themes were identified in consultation with the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), district staff, and San Juan Youth Voice Advocates (SJYVA). Lastly, the summarized educational partner input as well as local and state data results were shared with district LCAP focus area teams and SELPA team who revised, removed, and added to the LCAP actions, services, and expenditures resulting in the revised LCAP for the 2023-24 school year.

Goals and Actions

Goal

Goal #	Description
1	Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

An explanation of why the LEA has developed this goal.

Goals 1-4 were developed to focus the district’s continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Chronic Absenteeism: Percentage of students who are chronically absent in grades TK-8.</p> <p>Metric Source: Local - Q-SIS</p>	<p>2018-19 Overall: 13% Disparity: 13.6%</p> <p>ALL 13% AA 25.7% HIS 14.7% WH 10.6% EL 12.4% RFEP 5.9% FY 25.0% SWD 19.2% SED 17.7% HM 26.6%</p>	<p>2021-22 Overall: 32.7% Disparity: 20.5%</p> <p>ALL 32.7% AA 50.7% HIS 38.9% WH 28.7% EL 30.0% RFEP 23.1% FY 41.0% SWD 40.4% SED 38.2% HM 53.2%</p>	<p>2022-23 Overall: 32.5% Disparity: 20.6%</p> <p>All 32.5% AA 48.2% HIS 37.5% WH 29.4% EL 29.6% RFEP 23.4% FY 38.5% SWD 39.0% SED 38.2% HM 53.1%</p>		<p>All: <10% Disparity: <8.6%</p>
<p>Attendance: Attendance rates for students in TK-8.</p> <p>Metric Source: Local - Q-SIS</p>	<p>2018-19 Overall: 95.2% Disparity: 2.6%</p> <p>ALL 95.2% AA 93.2% HIS 94.8% WH 95.5% EL 95.0% RFEP 96.6% FY 92.6% SWD 93.8% SED 94.3%</p>	<p>2021-22 Overall: 90.6% Disparity: 6.5%</p> <p>ALL 90.6% AA 84.9% HIS 89.5% WH 91.6% EL 91.5% RFEP 93.4% FY 88.8% SWD 88.3% SED 89.2%</p>	<p>2022-23 Overall: 87.4% Disparity: 4.7%</p> <p>All 87.4% AA 82.7% HIS 85.9% WH 88.1% EL 89.9% RFEP 86.4% FY 83.1% SWD 84.4% SED 86.5%</p>		<p>All: >95% Disparity: <2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HM 92.7%	HM 84.1%	HM 85.2%		
<p>Parent and Family Engagement: District ratings on the parent and family engagement tool in all three areas: (1) building relationships, (2) building partnerships, and (3) seeking input for decision making.</p> <p>Metric Source: Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool</p>	<p>2018-19 Relationships: Level 2 Partnerships: Level 3 Input: Level 3</p>	<p>2021-22 Relationships: Level 3 Partnerships: Level 3 Input: Level 3</p>	<p>2022-23 Relationships: Level 3 Partnerships: Level 3 Input: Level 3</p>		All: Level 3 or higher
<p>Participation, Engagement, and Motivation: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Participation/Engagement/Motivation.</p> <p>Metric Source: Local - District Climate Survey</p>	<p>2019-20 Students: 50.8% of schools Staff: 73% of schools Parents: 92.1% of schools</p>	<p>2021-22 Students: 52.2% of schools Staff: 80.6% of schools Parents: 61.2% of schools</p>	<p>2022-23 Students: 20.6% of schools Staff: 80.9% of schools Parents: 83.9% of schools</p>		All: >70% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High Expectations and Caring Relationships: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to High Expectations/Caring Relationships. Metric Source: Local - District Climate Survey	2019-20 Students: 76.2% of schools Staff: 85.7% of schools Parents: 93.7% of schools	2021-22 Students: 67.2% of schools Staff: 83.6% of schools Parents: 88.1% of schools	2022-23 Students: 50% of schools Staff: 79.4% of schools Parents: 73.5% of schools		All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Staffing Ethnic Diversity: Percentage of staff reflects the ethnic diversity of the student population for SJUSD. Metric Source: CALPADS	2019-20 Non-White Certificated: 21% Non-White Classified: 26%	2021-22 Non-White Certificated: 19.87% Non-White Classified: 27.63%	2022-23 Non-White Certificated: 20% Non-White Classified: 32.09%		Non-White Certificated Staff: 24.0% Non-White Classified Staff: 29.0%
Parent Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, MKV, and SWD in leadership roles (e.g. School Site Council, Bond Oversight, C&S,	2019-20 36.4%	2021-2022 34.64%	2022-23 49.11%		>45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities, WSCC, ELAC, DELAC, CAC, LCAP PAC, SPAC, etc.). Metric Source: Local					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Family and Community Engagement	Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.	\$1,440,158.00	Yes
1.2	Workforce Diversity	Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.	\$1,093,808.00	Yes
1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Provide responsive programs, curriculum, and instruction to support various English learner (EL) student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.	\$4,057,047.00	Yes
1.4	Cultural Brokers	School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved	\$2,435,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		populations in programs to improve academic and social-emotional outcomes.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 1 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff shortage and vacancies at school sites
- Substitute shortage for staff to attend professional learning
- Staff resignations

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions: 1.1, 1.3, 1.4

Metrics:

- Chronic Absenteeism: Between 2018-19 and 2022-23, the disparity rate and overall percentage of chronically absent students in grades TK-8 increased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Attendance: Between 2018-19 and 2022-23, the disparity rate increased and the overall attendance rate for students in grades TK-8 has decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Participation, Engagement, and Motivation: Between 2019-20 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond “agree” or “strongly agree” on the district climate survey decreased for students, increased for staff, and decreased for parents. We have not yet met our desired outcome for students, staff, parents.
- High Expectations and Caring Relationships: Between 2019-20 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond “agree” or “strongly agree” on the district climate survey decreased for students, staff, and parents. We have not yet met our desired outcome for students, staff, parents.

- Parent Engagement in Leadership Roles: Between 2019-20 and 2022-23, the percentage of parents of unduplicated students in leadership roles increased, and we have met our desired outcome.
- Parent and Family Engagement: Between 2018-19 and 2022-23, district ratings on the parent engagement self-reflection tool remained constant for building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. We are meeting our desired outcome.

Actions: 1.2

- Staffing Ethnic Diversity: Between 2019-20 and 2022-23, the percentage of staff that reflects the ethnic diversity of the student population for SJUSD has decreased for non-white certificated staff and increased for non-white classified staff. We have met our desired outcome for non-white classified staff and not yet met our desired outcome for non-white certificated staff.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics:

- Parent Engagement in Leadership Roles: Metric description changed to specify priority student groups and district committees.

Actions:

- Action 1.1 increased funding and expanded to include two bilingual Communications Specialists in the district's communications department, a two-way text-messaging vendor with advanced translation features, Sierra Nevada Journeys summer academy, and additional support for west-end schools via a resource mobile benefiting both students and families.
- Action 1.2 (previously 1.5) increased funding and expanded to include Alder Teacher Residency program.
- Action 1.3 increased funding to hire additional bilingual instructional assistants and increase existing staff hours.
- Action 1.4 increased funding for staffing to provide additional essential support to immigrant and refugee students and families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

An explanation of why the LEA has developed this goal.

Goals 1-4 were developed to focus the district’s continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Suspension Rate: Percent of students who have one or more days of home/in-school suspension.</p> <p>Metric Source: Local - Q-SIS</p>	<p>2018-19 Overall: 6.74% Disparity: 14.31%</p> <p>ALL 6.74% AA 15.49% HIS 7.05% WH 5.65% EL 5.52% RFEP 5.68% SWD 10.69% FY 21.05% SED 9.14% HM 14.73%</p>	<p>2021-22 Overall: 3.86% Disparity: 17.29%</p> <p>ALL 3.86% AA 10.09% HIS 4.25% WH 2.86% EL 3.56% RFEP 2.78% SWD 7.87% FY 21.15% SED 5.98% HM 10.12%</p>	<p>2022-23 Overall: 3.74% Disparity: 11.97%</p> <p>All 3.74% AA 8.45% HIS 4.11% WH 3.00% EL 2.95% RFEP 3.58% SWD 5.95% FY 15.71% SED 4.93% HM 6.90%</p>		<p>All: <4.7% Disparity: <9.3%</p>
<p>Suspension: Number of days of instruction lost to home/in-school suspension per 100 students.</p> <p>Metric Source: Local - Q-SIS</p>	<p>2018-19 Overall: 16.9 days Disparity: 53.3 days</p> <p>ALL 16.9 days AA 48.4 days HIS 17.5 days WH 12.8 days EL 13.7 days RFEP 13.7 days SWD 31.4 days FY 70.2 days SED 24.4 days</p>	<p>2021-22 Overall: 8.28 days Disparity: 44.12 days</p> <p>ALL 8.28 days AA 23.02 days HIS 9.07 days WH 5.89 days EL 13.04 days RFEP 6.16 days SWD 17.43 days FY 52.40 days SED 13.03 days</p>	<p>2022-23 Overall: 6.79 days Disparity: 34.22 days</p> <p>All 6.79 days AA 17.09 days HIS 7.41 days WH 5.12 days EL 4.44 days RFEP 5.03 days SWD 12.73 days FY 41.01 days SED 8.60 days</p>		<p>All: <14.9 days Disparity: <47 days</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HM 48.1 days	HM 20.53 days	HM 14.96 days		
Expulsion Rate: Percentage of students expelled from school. Metric Source: DataQuest	2018-19 Overall: 0.07% Disparity: 0.13% ALL 0.07% AA 0.19 % HIS 0.10% WH 0.04% EL 0.04% SWD 0.03% FY 0.20% SED 0.09% HM 0.15%	2020-21 Overall: 0.002% Disparity: 0.003% All 0.002% AA 0.00% HIS 0.00% WH 0.005% EL 0.0% SWD 0.0% FY 0.0% SED 0.0% HM 0.0%	2021-22 Overall: 0.001% Disparity: 0.009% All 0.001% AA 0.003% HIS 0.001% WH 0.001% EL 0.0% SWD 0.002% FY 0.01% SED 0.001% HM 0.002%		Maintain Levels
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes). Metric Source: Dataquest	2018-19 Overall: 6.6% Disparity: 30.4% ALL 6.6% AA 11.8% HIS 7.5% WH 5.5% EL 18.4% SWD 13.4% SED 9.6% FY 37.0% HM 20.5%	2020-21 Overall: 6.11% Disparity: 14.82% All 6.11% AA 9.5% HIS 9.25% WH 4.99% EL 12.55% SWD 8.60% SED 8.91% FY 20.93% HM 16.80%	2021-22 Overall: 8.4% Disparity: 16.6% All 8.4% AA 13% HIS 8.3% WH 7.5% EL 16% SWD 13.5% SED 11.6% FY 25% HM 20.2%		All: <5.6% Disparity: <25.4%
Middle School Dropout Rate:	2018-19 24 Students	2021-22 11 students	2022-23		<20 Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Number of middle school students (grades 6-8) who dropout of school.</p> <p>Metric Source: CALPADS</p>			Unavailable - Data not yet released by California Department of Education.		
<p>School Culture and Sense of Belonging: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to School Culture/Sense of Belonging.</p> <p>Metric Source: Local - District Climate Survey</p>	2021-22 (New metric)	2021-22 Students: 50.7% of schools Staff: 70.1% of schools Parents: 79.1% of schools	2022-23 Students: 50% of schools Staff: 70.6% of schools Parents: 79.4% of schools		Increase by 5% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
<p>Safety: Percentage of schools where at least 3/4 of students, parents, and staff respond "agree" or "strongly agree" to Safety.</p> <p>Metric Source: Local - District Climate Survey</p>	2019-20 Students: 82.5% of schools Staff: 82.5% of schools Parents: 95.2% of schools	2021-22 Students: 52.2% of schools Staff: 70.1% of schools Parents: 89.6% of schools	2022-23 Students: 54.4% of schools Staff: 64.7% of schools Parents: 86.8% of schools		All: >85% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool. Metric Source: SARC	2019-20 100%	2020-21 100%	2021-22 98.82%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Supports for Social-Emotional Health	Provide Tier 1, 2, and 3 supports to sites through direct services to students along with professional development based on site need.	\$6,229,237.00	Yes
2.2	Prevention Services	Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.	\$555,767.00	Yes
2.3	Inclusive School Climate and Equity	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.	\$2,145,904.00	Yes
2.4	School Climate Improvement	Provide professional development to support sites with student engagement and alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL).	\$336,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	School Site Supports for Safe Environments	Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.	\$6,108,665.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 2 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Shift from a reactive approach during COVID to a proactive approach post-COVID to implementing programs and services
- Staff shortage and vacancies impacted club supervision, ability to meet Teen Intervene referrals, and resulted in delayed start for bullying prevention programs
- Club participation due to student scheduling conflicts
- Student transportation to district office for leadership meetings
- Substitute shortage impacted staff professional development attendance

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures were due to staffing and substitute shortages, vacancies, and shifting funding to sources outside of the LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions: 2.1, 2.4

Metrics:

- Suspension Rate: Between 2018-19 and 2022-23, the disparity rate and overall percentage of students who have one or more days of home/in-school suspension decreased, most prominently for AA, FY, and HM students. While we are meeting our desired outcome for the overall rate, we have not yet met the desired outcome for the disparity rate.

- Suspension: Between 2018-19 and 2022-23, the disparity rate and overall number of days of instruction lost to home/in-school suspension per 100 students decreased, most prominently for AA, SWD, FY, and HM students. We are meeting our desired outcome for the overall rate and disparity rate.
- Expulsion Rate: Between 2018-19 and 2021-22, the disparity rate and overall percentage of students expelled from school decreased, most prominently for AA, FY, and HM students. We are meeting our desired outcome for the overall rate and disparity rate.

Actions: 2.1, 2.3, 2.4

Metrics:

- High School Dropout Rate: Between 2018-19 and 2021-22, the percentage of high school students who dropped out (based on the 4-year cohort outcomes) increased. However, the dropout rate decreased for FY students and the disparity rate decreased. While we are meeting our desired outcome for the disparity rate, we have not yet met the desired outcome for the overall rate.
- Middle School Dropout Rate: Between 2018-19 and 2021-22, the number of middle school students (grades 6-8) who dropped out of school decreased, and we are meeting our desired outcome.
- School Culture and Sense of Belonging: Between 2021-22 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond “agree” or “strongly agree” on the district climate survey remained constant for students, staff, and parents. We have not yet met our desired outcome for students, staff, parents.

Actions: 2.1, 2.2, 2.4, 2.5

Metrics:

- Safety: Between 2019-20 and 2022-23, the percent of schools where at least 3/4 of students, parents, and staff respond “agree” or “strongly agree” on the district climate survey decreased for students, staff, and parents. We have not yet met our desired outcome for students, staff, parents.

Actions: 2.5 Metrics:

- School Facilities: Between 2019-20 and 2021-22, the percent of schools meeting or exceeding a "good" rating on the Facilities Inspection Tool decreased, and we have not yet met our desired outcome.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics:

- High School Dropout Rate: Metric source changed to Dataquest to increase public access to information.

Actions:

- Action 2.2 increased funding for access to vision screening at seven high-density sites, and expansion of Safe School Ambassadors and Safe School Buddies programs.

- Action 2.3 increased funding and revised description to include student leadership, advocacy development programs, and community partnerships.
- Action 2.4 revised title and description to improve clarity and conciseness.
- Action 2.5 increased funding for campus supervision and relationship building with students, and revised description to improve clarity and conciseness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

An explanation of why the LEA has developed this goal.

Goals 1-4 were developed to focus the district’s continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient

DEFINITION KEY	
FY	Foster Youth
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts State Assessment: Percentage of students who meet or exceed the ELA standards as measured by CAASPP (and i-Ready in 2020-21). Metric Source: California School Dashboard - English Language Arts Indicator	2018-19 CAASPP: Grades 3-8, 11 Overall: 46.6% Disparity: 40.23% ALL 46.6% AA 24.7% HIS 34.9% WH 53.7% EL 6.37% SWD 15.7% SED 31.5% FY 21.1% HM 22.3%	2020-21 CAASPP: Grade 11 Overall: 66.81% Disparity: 54.17% CAASPP: Grade 11 All 66.81% AA 36.37% HIS 57.64% WH 71.11% EL 12.64% SED 49.64% SWD 27.59% FY N/A HM 28.13% 2020-21 i-Ready: Grades 3-8 Overall: 13.3% Disparity: 13.3% All 13.3% AA 5.1% HIS 8.0% WH 16.7% EL 1.3% SED 6.1%	2021-22 CAASPP: Grades 3-8, 11 Overall: 42.62% Disparity: 34.88% All 42.62% AA 20.7% HIS 33.68% WH 51.32% EL 7.74% SWD 14.19% SED 27.43% FY 20.0% HM 18.15%		All: >55.6% Disparity: <30.23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD 4.7% FY 0% HM 4.0%			
Math State Assessment: Percentage of students who meet or exceed math standards as measured by CAASPP (and i-Ready in 2020-21). Metric Source: California School Dashboard - Mathematics Indicator	2018-19 CAASPP: Grades 3-8, 11 Overall: 37.2% Disparity: 29.22% ALL 37.2% AA 14.3% HIS 23.9% WH 44.9% EL 7.98% SED 22.9% SWD 13.1% FY 16.8% HM 13.1%	2020-21 CAASPP: Grade 11 Overall: 43.31% Disparity: 34.77% All 43.31% AA 15.21% HIS 27.67% WH 47.14% EL 12.99% SED 28.19% SWD 8.54% FY N/A HM 13.79% 2020-21 i-Ready: Grades 3-8 Overall: 4.7% Disparity: 4% All 4.7% AA 0.8% HIS 1.9% WH 5.3% EL 0.7% SED 1.8% SWD 1.1% FY N/A HM 1.6%	2021-22 CAASPP: Grades 3-8, 11 Overall: 29.55% Disparity: 24.26% All 29.55% AA 10.37% HIS 20.01% WH 37.28% EL 5.29% SWD 10.28% SED 16.56% FY 11.11% HM 9.52%		All: >46.2% Disparity: <19.22%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Science Standards: Percentage of students who meet or exceed the science standards.</p> <p>Metric Source: Test Results for California's Assessments - CAST and CAA</p>	<p>2021-22 CAAST: Grades 5, 8, and once in HS Overall: 30.51% Disparity: 28.7%</p> <p>All 30.51% AA 9.51% HIS 21.72% WH 37.89% EL 1.81% SWD 11.81% SED 17.85% FY 11.54% HM 11.49%</p>	<p>2022-23 Unavailable - Data not yet released by California Department of Education.</p>			<p>All: Increase by 5% Disparity: <10%</p>
<p>Implementation of State Academic Standards: District ratings on the implementation of state academic standards in all three areas: (1) recently adopted academic standards and/or curriculum frameworks, (2) other adopted academic standards, and (3) support for teachers and administrators.</p>	<p>2020-21 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.9</p> <p>Other Adopted Academic Standards: 4</p> <p>Support for Teachers and Administrators: 4</p>	<p>2021-22 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7</p> <p>Other Adopted Academic Standards: 3.6</p> <p>Support for Teachers and Administrators: 4</p>	<p>2022-23 Recently Adopted Academic Standards and/or Curriculum Frameworks: 3.7</p> <p>Other Adopted Academic Standards: 3.6</p> <p>Support for Teachers and Administrators: 4</p>		<p>All: Level 4 or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local Performance Indicator - Implementation of State Academic Standards Self-Reflection Tool					
<p>English Language Progress: Percentage of English learners who demonstrate improvement using ELPI levels on the ELPAC.</p> <p>Metric Source: California School Dashboard - English Learner Progress Indicator</p>	2018-19 52.55%	2021-22 51.8%	2022-23 Unavailable - Data not yet released by California Department of Education.		>61.5%
<p>English Language Learner Reclassification: Percentage of English learners who are reclassified to Fluent English Proficient.</p> <p>Metric Source: CALPADS</p>	2020-21 6.3%	2021-22 6.53%			>5.5%
Standards Access: Percentage of	2019-20 100%	2020-21 100%	2021-22 100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who have access to standards-aligned instructional materials. Metric Source: SARC					
Credentialed Staffing: Percentage of teachers properly credentialed and appropriately assigned. Metric Source: SARC	2020-21 71.8%	2021-22 Unavailable - Data not yet released by California Department of Education.	2022-23 Unavailable - Data not yet released by California Department of Education.		>95%
Text Level / iReady Reading K-2: Percentage of students who meet or exceed the ELA standards measured by site text level assessment or i-Ready reading assessment. Metric Source: Local - Illuminate	2021-22 Text Level/i-Ready Overall: 41.1% Disparity: 21% All 41.1% AA 28.0% HIS 36.8% WH 49.4% EL 20.1% SED 33.1% SWD 26.3% FY 45.5% HM 25.2%	2022-23 Unavailable - Assessment administered in the Spring.			All: >65.8% Disparity: <17.2%
Integrated Math 1 Completion: Percentage of Grade	2018-19 Overall: 61.4% Disparity: 46%	2021-22 Overall: 59.3% Disparity: 37.8%	2022-23 Overall: 41.% Disparity: 21.9%		All: >64.4% Disparity: <41%

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome	Desired Outcome for 2023–24
9 students who successfully pass IM1 with a C or better by the end of their grade 9 year.	ALL	61.4%	ALL	59.3%	All	53.2%		
	AA	38.3%	AA	53%	AA	41.0%		
	HIS	52.7%	HIS	51.7%	HIS	44.8%		
	WH	66.8%	WH	63.8%	WH	57.5%		
	EL	34.2%	EL	43.7%	EL	33.3%		
Metric Source: Local - Q-SIS	RFEP	65.5%	RFEP	66.2%	RFEP	61.2%		
	FY	15.4%	FY	21.4%	FY	54.5%		
	SED	49.1%	SED	50.6%	SED	42.0%		
	SWD	34.0%	SWD	41.1%	SWD	36.1%		
	HM	33.5%	HM	38%	HM	31.3%		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Math	Support practitioners in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Strategies to incorporate real-world problem-solving situations, and equitable access to learning for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	\$548,847.00	Yes
3.2	Literacy	Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of UDL, and meets students' specific needs in both English language arts and history-social science.	\$88,480.00	Yes
3.3	Intervention	Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	\$314,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Middle and High School Integrated Math Support	Provide middle and high schools support with Integrated Math 1 (IM1) implementation and funds to support other academic and social-emotional needs.	\$1,396,153.00	Yes
3.5	Integrated and Designated English Language Development (ELD)	Provide meaningful access for English learners (EL) through integrated & designated ELD instruction using the EL Roadmap. Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles.	\$8,794,440.00	Yes
3.6	Science	Support implementation of Next Generation Science Standards (NGSS), including professional learning for NGSS-aligned instructional materials, focusing on equitable access, engagement, and relevancy for all students.	\$84,560.00	No
3.7	Supplemental Arts & Physical Fitness	Provide access to before and after school programs, especially for our targeted groups; professional learning opportunities focused on differentiating instruction for all learners; ensure students have the materials and supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	\$52,800.00	Yes
3.8	Academic Supports	Provide central support and staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff. This includes program specialists and teachers on special assignments (TOSAs) across all content areas including ELD to provide professional learning focused on data analysis, designated and integrated ELD, and implementation of Guided Language Acquisition Design (GLAD) strategies for integrated ELD.	\$1,794,649.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	School Site Innovation	Provide support to Title I schools focused on academic and social-emotional learning (i.e. instructional administrative support, co-teaching model, newcomer support).	\$2,737,724.00	Yes
3.10	Professional Growth	In collaboration with San Juan Teachers Association (SJTA), provide peer support and training to new and veteran teachers in a system of professional growth.	\$3,550,820.00	Yes
3.11	Instructional and Support Services	Provide instructional and support services for all students, and ensure staff are properly credentialed and appropriately assigned.	\$312,198,387.00	No
3.12	American Indian Education Program (AIEP)	This program addresses the unique cultural, language, and education related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups, and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations.	\$61,886.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 3 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff shortage impacting ability to finding highly qualified staff to fill vacancies, teach before and after school programs, and implement programs and services
- Substitute shortage for staff to attend professional learning

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions: 3.1, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10, 3.11

Metrics:

- Math State Assessment: Between 2018-19 and 2021-22, the overall percentage of students in grades 3-8 and 11 that met or exceeded math standards as measured by CAASPP decreased, most prominently for WH, SED, and FY students. However, the disparity rate decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Integrated Math 1 Completion: Between 2018-19 and 2022-23, the overall percentage of students in grade 9 who successfully passed IM1 with a C or better by the end of their grade 9 year decreased. However, the disparity rate decreased and the percentage of AA, FY, and SWD who passed IM1 increased, most prominently for FY students. While we are meeting our desired outcome for the disparity rate, we have not yet met the desired outcome for the overall rate.

Actions: 3.2, 3.3, 3.5, 3.8, 3.9, 3.10, 3.11

Metrics:

- English Language Arts State Assessment (ELA): Between 2018-19 and 2021-22, the overall percentage of students in grades 3-8 and 11 that met or exceeded ELA standards as measured by CAASPP decreased, most prominently for AA, SED, and HM students. However, the disparity rate has decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- Text Level / i-Ready Reading K-2: New baseline was established in 2021-22. Comparison data will be available at the end of the 2022-23 school year and included in the 2023-24 LCAP.

Actions: 3.6

Metrics:

- Science Standards: New metric and baseline was established in 2021-22. 2022-23 data will be available for comparison when the 2023 California School Dashboard is released.

Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12

- Implementation of State Academic Standards: Between 2020-21 and 2022-23, district ratings on the implementation of state academic standards decreased in the area of recently adopted academic standards and/or curriculum frameworks; decreased in the area of other adopted academic standards; and remained constant in the area of support for teachers and administrators. We have not yet met our desired outcome.

Actions: 3.5, 3.10, 3.11

Metrics:

- English Language Progress: Between 2018-19 and 2021-22, the percentage of English language learners who demonstrate improvement using ELPI levels on the ELPAC remained constant and we have not yet met our desired outcome.
- English Language Learner Reclassification: Between 2020-21 and 2021-22, the percentage of English language learners who reclassified to Fluent English Proficient remained constant and we have met our desired outcome.

Actions: 3.11

Metrics:

- Credentialed Staffing: New baseline was established in 2020-21. 2021-22 data has not yet been released by the California Department of Education for comparison.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics:

- English Language Arts State Assessment: 2018-19 English learner data incorrect resulting in adjustment to 2018-19 disparity rate and 2023-24 desired outcome.
- Math State Assessment: 2018-19 English learner data incorrect resulting in adjustment to 2018-19 disparity rate and 2023-24 desired outcome.
- Science Standards: New metric and baseline established in 2021-22.
- Credentialed Staffing: New baseline year due to California Department of Education change in methodology for calculating metric.
- Text Level/i-Ready Reading K-2: New baseline year due to metric change in 2021-22 that includes both Text level and i-Ready.

Actions:

- Action 3.4 and 3.6 description revised to improve clarity and conciseness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

An explanation of why the LEA has developed this goal.

Goals 1-4 were developed to focus the district’s continuous improvement work and developed with our educational partners as part of our strategic planning process during the 2019-20 school year. Each goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. This analysis included a review of state and local data, educational partner voice, process maps, and research with a focus on improving student outcomes, experiences, and access to opportunities.

Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal using the 3-year desired outcomes listed for each metric to monitor progress and improvement. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Graduation Rate: Percentage of students who graduate high school within 4 years.</p> <p>Metric Source: DataQuest</p>	<p>2018-19 Overall: 88% Disparity: 34.3%</p> <p>ALL 88.0% AA 79.2% HIS 85.5% WH 89.6% EL 77.3% SWD 67.5% SED 82.6% FY 53.7% HM 68.7%</p>	<p>2020-21 Overall: 87.1%% Disparity: 42.9%</p> <p>All 87.1% AA 78% HIS 84.2% WH 92.3% EL 65.8% SWD 64.2% SED 81.2% FY 44.2% HM 66.8%</p>	<p>2021-22 Overall: 87.4% Disparity: 26.7%</p> <p>All 87.4% AA 80% HIS 88.3% WH 88.9% EL 69.5% SWD 70.6% SED 82.7% FY 60.7% HM 71.8%</p>		<p>All: >89% Disparity: <29.3%</p>
<p>College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator.</p> <p>Metric Source: California School Dashboard - College/Career Indicator</p>	<p>2018-19 Overall: 41.1% Disparity: 39.1%</p> <p>All 41.1% AA 16.1% HIS 31.8% WH 44.9% EL 8.0% RFEP 5.68% SWD 4.5% FY 2.0% SED 25.9% HM 13.9%</p>	<p>2021-22 Unavailable - No Dashboard data available.</p>	<p>2022-23 Unavailable - Data not yet released by California Department of Education.</p>		<p>All: >47.1% Disparity: <29.1%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. Metric Source: CALPADS	2018-19 Overall: 45.6% Disparity: 45.6% ALL 45.6% AA 23.9% HIS 37.0% WH 48.9% EL 9.5% SWD 4.3% SED 28.6% FY 0.0% HM 16.7%	2020-21 Overall: 45.2% Disparity: 45.2% All 45.2% AA 30.91% HIS 39.45% WH 46.73% EL 8.84% SWD 10.11% SED 32.93% FY 0% HM 21.14%	2021-22 Overall: 49.7% Disparity: 33% All 40.7% AA 16.8% HIS 35.1% WH 45.4% EL 8.7% SWD 8.9% SED 26.8% FY 7.7% HM 17.2%		All: >48.6% Disparity: <35.6%
CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. Metric Source: CALPADS	2018-19 Overall: 8.9% Disparity: 8.9% ALL 8.9% AA 5.8% HIS 11.6% WH 7.4% EL 6.1% SWD 9.1% SED 10.6% FY 0% HM 10.2%	2020-21 Overall: 13.18% Disparity: 13.18% All 13.18% AA 13.33% HIS 12.82% WH 13.58% EL 11.56% SWD 11.99% SED 15.59% FY 0% HM 13.82%	2021-22 Overall: 12.7% Disparity: 5.5% All 12.7% AA 12.3% HIS 11.5% WH 13.6% EL 7.2% SWD 12.8% SED 13.2% FY 7.7% HM 8.2%		All: >11.9% Disparity: <3.9%
A-G and CTE Completion: Percentage of graduating seniors who meet the A-G	2018-19 Overall: 4.3% Disparity: 4.3% ALL 4.3%	2020-21 Overall: 5.41% Disparity: 5.41% All 5.41%	2021-22 Overall: 5.7% Disparity: 5.7% All 5.7%		All: >7.3% Disparity: <3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college requirements and complete at least one CTE pathway. Metric Source: CALPADS	AA 2.6% HIS 4.6% WH 3.6% EL 0.7% SWD 0.0% SED 3.7% FY 0% HM 5.6%	AA 2.42% HIS 5.36% WH 5.48% EL 68% SWD 1.5% SED 5.89% FY 0% HM 1.63%	AA 1.3% HIS 4.6% WH 6.6% EL 0.5% SWD 1.6% SED 4.3% FY 0% HM 1.6%		
A-G or CTE Completion: Percentage of graduating seniors who meet the A-G college requirements or complete at least one CTE pathway. Metric Source: CALPADS Metric Source: CALPADS	2018-19 Overall: 50.1% Disparity: 50.1% ALL 50.1% AA 27.1% HIS 44.1% WH 52.7% EL 15.0% SWD 13.4% SED 35.5% FY 0% HM 21.3%	2020-21 Overall: 52.97% Disparity: 52.97% All 52.97% AA 41.82% HIS 46.92% WH 54.84% EL 19.73% SWD 20.6% SED 42.64% FY 0% HM 33.33%	2021-22 Overall: 47.8% Disparity: 32.4% All 47.8% AA 27.7% HIS 42.0% WH 52.3% EL 15.5% SWD 20.2% SED 35.6% FY 15.4% HM 23.8%		All: >55.1% Disparity: <40.1%
College and Career Indicators (AP or IB Exam Performance): Percentage of graduating seniors who receive a passing score on one or more AP or IB exams.	2018-19 Overall: 21.3% Disparity: 21% ALL 21.3% AA 6.9% HIS 15.3% WH 23.7% EL 24.7% SED 9.6%	2020-21 Overall: 17,54% Disparity: 17,54% All 17.54% AA 10.10% HIS 11.52% WH 17.16% EL 5.1% SED 10.67%	2021-22 Overall: 18.6% Disparity: 18.6% All 18.6% AA 3.2% HIS 16.5% WH 20.9% EL 0.7% SWD 1.3%		>30.3% Disparity <16%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - AEP Report	SWD 0.4% FY 0.3% HM 4.6%	SWD 1.54% FY 0% HM 3.68%	SED 9.9% FY 0% HM 5.5%		
College and Career Indicators (Early Assessment Program ELA): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional).	2018-19 Overall: 52.6% Disparity: 40.3% ALL 52.6% AA 37.2% HIS 42.3% WH 57.2% EL 37.2% SED 35.8% SWD 12.3% FY 18.8% HM 27.5%	2020-21 Overall: 28.8%% Disparity: 25%% All 28.8% AA 10.2% HIS 18.7% WH 35.3% EL 17.4% SED 15.8% SWD 6.7% FY 9.5% HM 3.8%	2021-22 Overall: 54.5% Disparity: 52.3% All 54.5% AA 43.5% HIS 41.8% WH 61.5% EL 2.2% SWD 16.1% SED 38.6% FY 14.3% HM 33.3%		All: >59.6% Disparity: <30.3%
Metric Source: Local - CAASPP Scores					
College and Career Indicators (Early Assessment Program Math): Percentage of grade 11 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional) as measured by the Early Assessment Program (EAP).	2018-19 Overall: 31.2% Disparity: 25.6% ALL 31.2% AA 10.6% HIS 18.2% WH 35.8% EL 20.7% SED 16.3% SWD 5.6% FY 5.6% HM 5.7%	2020-21 Overall: 17.% Disparity: 17% All 17.0% AA 3.7% HIS 8.3% WH 21% EL 10.5% SED 8.1% SWD 2.6% FY 0% HM 1.5%	2021-22 Overall: 27% Disparity: 27% All 27.0% AA 13.8% HIS 12% WH 32.9% EL 1.5% SWD 5.5% SED 12.2% FY 0% HM 4%		All: >38.2% Disparity: <15.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - CAASPP Scores					
<p>Broad Course of Study: Percentage of students in TK-5 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.</p> <p>Metric Source: Local - Q-SIS</p>	2019-20 92.8%	2021-22 89.83%	2022-23 90.2%		>95%
<p>Broad Course of Study: Percentage of students in 6-8 who receive a broad course of study based on enrollment in ELA, math, science, social science, and PE.</p> <p>Metric Source: Local - Q-SIS</p>	2019-20 95.6%	2021-22 94.9%	2022-23 92.10%		Maintain Levels
Broad Course of Study: Percentage of 9-12 grade students who receive a broad course of study based on enrollment in course/graduation	2019-20 English Language Arts: 96.9% Math: 85.5% Science: 75.9% Social Studies: 79.4%	2021-22 English Language Arts: 95.4% Math: 87.1% Science: 74.5% Social Studies: 81.2%	2022-23 English Language Arts: 94.5% Math: 89.5% Science: 80.2% Social Studies: 79.9%		Maintain Levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>requirements in English language arts, math, science, social science, foreign language, physical education, and Visual and Performing Arts (VAPA).</p> <p>Metric Source: Local - Q-SIS</p>	<p>Foreign Language: 51.7%</p> <p>VAPA: 43%</p> <p>Physical Education: 60.2%</p>	<p>Foreign Language: 69.5%</p> <p>VAPA: 43.9%</p> <p>Physical Education: 60.7%</p>	<p>Foreign Language: 56%</p> <p>VAPA: 44.8%</p> <p>Physical Education: 59.9%</p>		
<p>On Track for Graduation - Elementary Grades: Percentage of students who receive a 1 in English Language Arts or Math.</p> <p>Metric Source: Local - Q-SIS</p>	<p>2019-20</p> <p>Overall: 23.1%</p> <p>Disparity: 23.2%</p> <p>ALL 23.1%</p> <p>AA 32.1%</p> <p>HIS 26.8%</p> <p>WH 17.6%</p> <p>EL 46.3%</p> <p>SED 32.3%</p> <p>SWD 25.8%</p> <p>FY 37.6%</p> <p>HM 39.4%</p>	<p>2021-22</p> <p>Overall: 25.5%</p> <p>Disparity: 24.5%</p> <p>ALL 25.5%</p> <p>AA 34.6%</p> <p>HIS 29.3%</p> <p>WH 18.2%</p> <p>EL 50%</p> <p>SED 34.4%</p> <p>SWD 26%</p> <p>FY 30.2%</p> <p>HM 44.9%</p>	<p>2022-23</p> <p>Overall: 23.9%</p> <p>Disparity: 22.1%</p> <p>All 23.9%</p> <p>AA 34.1%</p> <p>HIS 24.7%</p> <p>WH 18.2%</p> <p>EL 46%</p> <p>SED 33.5%</p> <p>SWD 26.2%</p> <p>FY 38.8%</p> <p>HM 41.4%</p>		<p><20.1%</p> <p>Disparity: <18.5%</p>
<p>On Track for Graduation - Middle School Grades: Percentage of students who receive a D/F.</p>	<p>2019-20</p> <p>Overall: 28.4%</p> <p>Disparity: 30.5%</p> <p>ALL 28.4%</p> <p>AA 47.6%</p> <p>HIS 37.3%</p> <p>WH 22.6%</p>	<p>2021-22</p> <p>Overall: 27.8%</p> <p>Disparity: 23.9%</p> <p>ALL 27.8%</p> <p>AA 44.3%</p> <p>HIS 33.7%</p> <p>WH 21.1%</p>	<p>2022-23</p> <p>Overall: 28.8%</p> <p>Disparity: 29.6%</p> <p>All 28.8%</p> <p>AA 42.2%</p> <p>HIS 37.7%</p> <p>WH 22.7%</p>		<p><21.4%</p> <p>Disparity: <23%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Source: Local - Q-SIS	EL 48.5% SED 40.4% SWD 41% FY 47.2% HM 58.9%	EL 49% SED 38.2% SWD 31.4% FY 50% HM 51.7%	EL 48.7% SED 40.8% SWD 30.3% FY 48.1% HM 58.4%		
On Track for Graduation - High School Grades: Percentage of students who receive a D/F. Metric Source: Local - Q-SIS	2019-20 Overall: 29.3% Disparity: 25.2% ALL 29.3% AA 44.7% HIS 38.3% WH 25% EL 50.3% SED 40.5% SWD 42.9% FY 52.5% HM 54.5%	2021-22 Overall: 30.2% Disparity: 24.8% ALL 30.2% AA 47.4% HIS 37.8% WH 24.4% EL 53.7% SED 42% SWD 40.2% FY 44.7% HM 55.1%	2022-23 Overall: 32.2% Disparity: 26.3% All 32.2% AA 50% HIS 41% WH 26.1% EL 54.6% SED 45.3% SWD 41% FY 45.1% HM 58.5%		<22.3% Disparity: <19%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Counseling	Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.	\$2,308,634.00	Yes
4.2	Alignment of Resources for English learner	Align interpreters and bilingual assistants to the six most commonly spoken languages other than English to support the academic success of our English learners and newcomers. Provide programs to	\$1,031,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Programs and Services	meet the needs of specific populations: Newcomers, Long-term English learners (LTEs); grade-level programs such as English Language Proficiency Assessments for California (ELPAC) boot camp. Staff to translate foreign transcripts. School-Community Resource Assistants to support families with understanding available school programs, internal and external resources, parent-teacher conferences, etc. Translators to support students and families with Individualized Education Program (IEP), enrollment, translation of documents, and interpretation.		
4.3	Post-Secondary Opportunities and Exposure	Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduation.	\$734,071.00	Yes
4.4	Alternative Education and Credit Recovery	Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.	\$2,542,216.00	Yes
4.5	Summer Opportunities and Enrichment	Intervention and enrichment opportunities for students who are at risk from not being on grade level.	\$723,855.00	Yes
4.6	Early Childhood Education	Support all students and families by offering enrollment into summer programs focused on transitioning into the TK-12 system. Educate parents on the process for enrollment through the years and prepare students for the behavioral and educational elements of an elementary student. Promote community building into the transition.	\$430,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	Advancement Via Individual Determination (AVID)	Provide AVID program at secondary school sites to support students with college access and skill development to be successful in post-secondary.	\$1,991,966.00	Yes
4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	Provide students with opportunities to explore career pathways at the elementary and middle grades and experience pathways at the high school level.	\$5,649,721.00	No
4.9	K-8 College and Career Strength Finding/Career Planning & Support	Support students in grades TK-8 in student career planning to include social-emotional awareness, strengths finder, and self-discovery as they relate to and support the college and career Indicators.	\$20,000.00	Yes
4.10	District System Supports for Continuous Improvement	Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	\$7,687,693.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 4 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Staff turnover
- Staff shortage and vacancies
- Data verification to implement adopted data dashboard

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures were due to staffing shortages, vacancies, and shifting funding to sources outside of the LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

Metrics:

- Graduation Rate: Between 2018-19 and 2021-22, the overall percentage of students who graduated high school within 4 years has remained constant and the disparity rate decreased. Across student groups, the graduation rate increased for Hispanic, SWD, FY, and HM students. We are meeting our desired outcome for the disparity rate and we have not yet met the desired outcome for the overall rate.
- College and Career Indicator (CCI Rate): Metric that is reported on the CA Dashboard and unavailable until 2023-24
- A-G Completion: Between 2018-19 and 2021-22, the overall percentage of graduating seniors who met the A-G college requirements decreased, most prominently for AA students. However, the percentage of graduating FY students increased, and the disparity rate decreased. We are meeting our desired outcome for the disparity rate and have not yet met the desired outcome for the overall rate.
- CTE Completion: Between 2018-19 and 2021-22, the disparity rate decreased and the overall percentage of graduating seniors who completed at least one CTE pathway increased, most prominently for AA and WH students. We are meeting our desired outcome for the overall rate and have not yet met the desired outcome for the disparity rate.
- A-G and CTE Completion: Between 2018-19 and 2021-22, the overall percentage of graduating seniors who met the A-G college requirements and completed at least one CTE pathway increased. However, the disparity rate has increased. We have not yet met our desired outcome for the overall rate and disparity rate.
- A-G or CTE Completion: Between 2018-19 and 2021-22, the overall percentage of graduating seniors who met the A-G college requirements or completed at least one CTE pathway decreased. However, the percentage of SWD, FY, and HM increased, and the disparity rate decreased. We are meeting our desired outcome for the disparity rate and have not yet met the desired outcome for the overall rate.
- College and Career Indicators (AP or IB Exam Performance): Between 2018-19 and 2021-22, the overall percentage of graduating seniors who received a passing score on one or more AP or IB exams decreased, most prominently for EL students. However, the disparity rate has decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- College and Career Indicators (Early Assessment Program ELA): Between 2018-19 and 2021-22, the overall percentage of grade 11 students who took the ELA Early Assessment Program and demonstrated preparedness for college and career (conditional or unconditional) increased, most prominently for AA and SWD students. However, performance decreased most prominently for EL students and the disparity rate increased. We have not yet met our desired outcome for the overall rate and disparity rate.
- College and Career Indicators (Early Assessment Program Math): Between 2018-19 and 2021-22, the overall percentage of grade 11 students who took the math Early Assessment Program and demonstrated preparedness for college and career (conditional or

unconditional) decreased, most prominently for HIS, FY, and EL students. However, performance increased for AA students and the disparity rate increased. We have not yet met our desired outcome for the overall rate and disparity rate.

- Broad Course of Study: Between 2019-20 and 2022-23, the percentage of students in grades TK-5 who received a broad course of study based on enrollment in ELA, math, science, social science, and PE decreased. We have not yet met our desired outcome.
- Broad Course of Study: Between 2019-20 and 2022-23, the percentage of students in grades 6-8 who received a broad course of study based on enrollment in ELA, math, science, social science, and PE decreased. We have not yet met our desired outcome.
- Broad Course of Study: Between 2019-20 and 2022-23, the percentage of students in grades 9-12 who received a broad course of study based on enrollment in course/graduation requirements decreased in ELA, increased in math, increased in science, remained constant in social science, increased in foreign language, remained constant in PE, and increased in VAPA. We have not yet met our desired outcome.
- On Track for Graduation-Elementary Grades: Between 2019-20 and 2022-23, the percentage of students who received a 1 in English Language Arts or Math remained constant. We have not yet met our desired outcome for the overall rate and disparity rate.
- On Track for Graduation: Between 2019-20 and 2022-23, the disparity rate and overall percentage of middle grade students who received a D/F remained constant. However, the percentage of AA students and SWD who received a D/F decreased. We have not yet met our desired outcome for the overall rate and disparity rate.
- On Track for Graduation: Between 2019-20 and 2022-23, the disparity rate remained constant and the overall percentage of high school grade students who received a D/F increased. However, the percentage of students who received a D/F remained constant for SWD and decreased for FY students. We have not yet met our desired outcome for the overall rate and disparity rate.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions:

- Action 4.1 increased funding and expanded to include State Seal of Civic Engagement.
- Action 4.3 increased funding and revised description to include dual enrollment and Equal Opportunities Schools (EOS) partnership.
- Action 4.4 increased funding and expanded to include alternative education and credit recovery summer opportunities.
- Action 4.5 revised to be principally directed towards low-income, foster, and English learner student groups. Increased funding for additional summer Camp Invention locations for learning and enrichment opportunities.
- Action 4.10 increased funding and expanded to include additional administrator support at targeted school sites.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Additional Targeted Support: Differentiated assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

An explanation of why the LEA has developed this goal.

Differentiated Assistance (DA) is provided to assist districts in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. San Juan Unified met the criteria for differentiated assistance and is required to include an additional LCAP goal to outline support for the following student groups:

- Foster Youth
- Homeless Youth
- Students with Disabilities

This goal includes both new and existing actions, metrics, and expenditures. New actions, metrics, and expenditures were established using a continuous improvement process that included analyzing data, conducting a causal analysis, developing actions, and identifying data to monitor progress. As a result of this process, San Juan believes that the actions included in this goal will improve the performance of foster youth, homeless youth, and students with disabilities as measured by the CA School Dashboard Performance Indicators.

Measuring and Reporting Results

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
EL	English Learner
RFEP	Reclassified Fluent English Proficient
FY	Foster Youth

DEFINITION KEY	
SWD	Students with Disabilities
SED	Socioeconomically Disadvantaged
HM	Homeless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Graduation Rate Indicator: Percent of students who graduate high school in 4 or 5 years.</p> <p>Metric Source: California School Dashboard - Graduation Rate Indicator</p>	<p>2018-2019</p> <p>FY: 55.1% SWD: 66.9%</p>	<p>2021-22</p> <p>FY: 65.5% SWD: 72%</p>	<p>2022-23</p> <p>Unavailable - Data not yet released by California Department of Education.</p>		<p>FY: >58.1% SWD: >69.9%</p>
<p>College/Career Indicator: The percentage of foster youth and students with disabilities who graduate from high school and are placed in the "Prepared" level on the College/Career Indicator.</p> <p>Metric Source: California School Dashboard - College/Career Indicator</p>	<p>2018-2019</p> <p>FY: 2% SWD: 4.5%</p>	<p>2021-22</p> <p>Unavailable - No Dashboard data available.</p>	<p>2022-23</p> <p>Unavailable - Data not yet released by California Department of Education.</p>		<p>FY: >5% SWD: >7.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts State Assessment: Distance from standard met in ELA as measured by CAASPP.	2021-22 FY: 112.2 points below HM: 91 points below SWD: 107 points below	2022-23 Unavailable - Data not yet released by California Department of Education.			FY: <109.2 points below HM: <88 points below SWD: <104 points below
Math State Assessment: Distance from standard met in math as measured by CAASPP.	2021-22 FY: 154.7 points below HM: 127.1 points below SWD: 135.2 points below	2022-23 Unavailable - Data not yet released by California Department of Education.			FY: <151.7 points below HM: <124.1 points below SWD: <132.2 points below
Suspension Rate: Percent of students who have been suspended at least once in a given school year.	2021-22 FY: 25.2% HM: 11.9% SWD: 8.8%	2022-23 Unavailable - Data not yet released by California Department of Education.			FY: <24.8% HM: <11.5% SWD: <8.4%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Foster Youth Staffing and Services	Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students.	\$1,632,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Student Lists	Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes.	\$11,009.00	Yes
5.3	Special Outreach	Identify, recruit, place, and support foster youth and students with disabilities in AP, IB, CTE, Military Science, A-G, tutoring, dual enrollment, credit recovery courses/classes.	\$10,000.00	Yes
5.4	Inclusive Practices	Support general and special education teams through professional learning and collaboration time in order to increase the use of inclusive practices for students with disabilities in general education environments.	\$120,000.00	No
5.5	Enrollment in General Education	Revise student code process for students with disabilities to access required general education courses and meet graduation requirements.	\$0.00	No
5.6	Program and Service Alignment	Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.	\$10,000.00	Yes
5.7	Instructional Assistant Staffing	Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.	\$302,142.00	No
5.8	Homeless Youth Staffing and Services	Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.	\$871,882.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.	\$60,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions within goal 5 were implemented as planned without substantive differences. The challenges experienced during implementation included:

- Providing ongoing and consistent intervention support to highly mobile population
- Staff shortage and vacancies

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures were due to shifting funding to sources outside of the LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions: 5.1, 5.2, 5.3, 5.4, 5.5

Metrics:

- Graduation Rate Indicator: The percentage of foster youth and students with disabilities who graduate high school in 4 or 5 years increased, and we are meeting our desired outcome.
- College/Career Indicator: Metric that is reported on the CA Dashboard and unavailable until 2023-24.

Actions (New): 5.6, 5.7, 5.8, 5.9

Metrics (New):

- English Language Arts State Assessment: New metric with 2021-22 data as baseline. 2022-23 comparison data has not yet been released by the California Department of Education.

- Math State Assessment: New metric with 2021-22 data as baseline. 2022-23 comparison data has not yet been released by the California Department of Education.
- Suspension Rate: New metric with 2021-22 data as baseline. 2022-23 comparison data has not yet been released by the California Department of Education.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions:

- Action 5.2 description revised to include homeless youth.
- Actions 5.6, 5.7, 5.8, 5.9 new actions for additional targeted support to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$52,076,999.00	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.83%	1.40%	\$5,411,284.22	14.23%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

To identify the needs of our foster youth (FY), English learners (EL), and low-income (LI) students, we reviewed the eight state priority areas, state and local indicators, LCAP metrics, and community engagement data. We then used this data to engage in a continuous improvement process, developed actions that are principally directed towards addressing the needs of our priority student groups, and targeted funds strategically.

We expect these actions to be most effective in improving outcomes, experiences, and access to opportunities for our EL, LI, and FY students because the actions were planned with our priority students in mind first and based on multiple sources of quantitative and qualitative data that included input gathered from educational partners, state and local indicators, practitioner experience, research, and educational theory. Additionally, many of these actions will be implemented districtwide to maximize the impact of these actions throughout the district. Performance will be measured using multiple metrics listed in the Measuring and Reporting Results section of each goal. Progress and effectiveness will be determined by reducing the difference in performance between each priority student group (EL, LI, FY) compared to the overall rate.

The following sections will be organized by LCAP goal, include contributing action numbers, and a list of programs, services, and strategies being implemented to meet the needs of our EL, LI, and FY students.

Goal 1: Connected School Communities

Contributing Actions: 1.1, 1.2, 1.3, 1.4

Programs, Services, Strategies:

- Provide parent classes and workshops
- Increase staff diversity, recruitment, and retention
- Provide supports and resources for access to food, shelter, childcare, clothing, transportation
- Increase collaboration with community partners
- Provide consistent communication from the district and school sites to families

Goal 2: Healthy Environments for Social and Emotional Growth

Contributing Actions: 2.1, 2.2, 2.3, 2.4, 2.5

Programs, Services, Strategies:

- Increase mental health supports for staff and students
- Foster peer and staff relationships, mentoring, community building, diversity, cultural awareness
- Create identity specific groups and spaces
- Increase resources to address fighting, bullying, discrimination, harassment on campus

Goal 3: Engaging Academic Programs

Contributing Actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10

Programs, Services, Strategies:

- Provide engaging, fun, real-world experiences and opportunities
- Increase staffing such as intervention specialists, instructional assistants, bilingual instructional assistants, English language development (ELD) teachers, translators
- Increase programs and services such as tutoring, mentoring, summer and before/after school programs
- Provide Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment activities such as field trips, robotics, computer programming
- Subsidize program and service fees for low-income students and families
- Use consistent software learning platforms across schools and classrooms

Goal 4: Clear Pathways to Bright Futures

Contributing Actions: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.9, 4.10

Programs, Services, Strategies:

- Scale-up programs across the district such as Advancement Via Individual Determination (AVID), Improve Your Tomorrow (IYT), United College Action Network (UCAN), CIVITAS, Career Technical Education (CTE), Visual and Performing Arts (VAPA)
- Increase access to counselors, credit recovery, college/career fairs and resources, parent workshops, field trips, college tours, career speaker events

- Provide life skills opportunities such as financial literacy, resume writing, job search, interviewing
- Provide trade skills opportunities such as automotive, culinary, drafting, woodworking

Goal 5: Additional Targeted Support

Contributing Actions: 5.1, 5.2, 5.3, 5.6, 5.8, 5.9

Programs, Services, Strategies:

- Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students
- Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes
- Identify, recruit, place, and support foster youth and students with disabilities in A-G, CTE, tutoring, and credit recovery courses/classes
- Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services
- Staffing and resources to identify McKinney-Vento students, assist with immediate enrollment and attendance, provide access to school related supplies and community resources to access housing, transportation, food, and clothing.
- Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Based on the State Board of Education (SBE) formula calculator, San Juan Unified School District's (SJUSD) 2023-24 Local Control Funding Formula (LCFF) Supplemental Grant is projected to be \$52,076,999. This is an increase of \$10,541,258 over last year's LCFF Supplemental Grant allocation of \$41,535,741 which targeted similar student populations.

SJUSD educates approximately 37,975 students in kindergarten through 12th grade. 21,630 students qualify as low-income (LI), 6,718 students are identified as English learners (EL), 1,319 students are identified as homeless (HM), and 151 students are identified as foster youth (FY). In San Juan, the population of EL, LI, and FY students is not necessarily concentrated in a few schools. The district has 35 sites with rates of EL, LI, and FY students exceeding 60% and 54 sites with rates in excess of 40%. This demographic distribution across schools supports the conclusion that programs and services directed in support of our EL, LI, and FY students are needed at all schools. However, LCFF supplementally-funded actions at schools with densities below 40% are targeted principally for our priority student groups.

The actions and services in San Juan's LCAP, as described in the previous section, are targeted toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students

who are EL, LI, and FY are continually overrepresented. The remaining students who are struggling do not fall into one of the priority groups of students but are enrolled across the district. Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong standards-based instructional program. To increase the rate of student success for all students with an emphasis on our EL, LI, and FY students, San Juan will distribute principally directed actions across schools. Additionally, San Juan will increase or improve services for our priority student groups 14.25% above what is provided to all students, which exceeds the 14.23% requirement.

This year's LCAP includes actions and services intended to support both academic and social-emotional growth. Programs or services targeted to specific groups and sites are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of which school they attend.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Concentration funds will be used for staffing to provide direct student services such as academic language support, connecting students to school and community resources, attendance improvement, targeted outreach, expanded learning before and after school, counseling, mentoring, safety, supervision, relationship building, tutoring, and academic intervention.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$373,660,397.00	\$3,664,810.00	\$476,385.00	\$4,361,268.00	\$382,162,860.00	\$367,724,816.00	\$14,438,044.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Family and Community Engagement	English Learners Foster Youth Low Income	\$1,440,158.00				\$1,440,158.00
1	1.2	Workforce Diversity	English Learners Foster Youth Low Income	\$1,093,808.00				\$1,093,808.00
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	English Learners	\$3,508,769.00			\$548,278.00	\$4,057,047.00
1	1.4	Cultural Brokers	English Learners Low Income	\$1,033,705.00	\$1,401,600.00			\$2,435,305.00
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	English Learners Foster Youth Low Income	\$5,801,444.00		\$204,128.00	\$223,665.00	\$6,229,237.00
2	2.2	Prevention Services	English Learners Foster Youth Low Income	\$555,767.00				\$555,767.00
2	2.3	Inclusive School Climate and Equity	English Learners Foster Youth Low Income	\$2,145,904.00				\$2,145,904.00
2	2.4	School Climate Improvement	English Learners Foster Youth Low Income	\$154,030.00			\$182,603.00	\$336,633.00
2	2.5	School Site Supports for Safe Environments	English Learners Foster Youth Low Income	\$5,941,407.00		\$167,258.00		\$6,108,665.00
3	3.1	Math	English Learners Foster Youth	\$548,847.00				\$548,847.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.2	Literacy	English Learners Foster Youth Low Income	\$88,480.00				\$88,480.00
3	3.3	Intervention	English Learners Foster Youth Low Income	\$314,109.00				\$314,109.00
3	3.4	Middle and High School Integrated Math Support	English Learners Foster Youth Low Income	\$1,396,153.00				\$1,396,153.00
3	3.5	Integrated and Designated English Language Development (ELD)	English Learners	\$8,794,440.00				\$8,794,440.00
3	3.6	Science	All	\$84,560.00				\$84,560.00
3	3.7	Supplemental Arts & Physical Fitness	English Learners Foster Youth Low Income	\$52,800.00				\$52,800.00
3	3.8	Academic Supports	English Learners Foster Youth Low Income	\$1,123,865.00	\$284,992.00		\$385,792.00	\$1,794,649.00
3	3.9	School Site Innovation	English Learners Low Income	\$2,737,724.00				\$2,737,724.00
3	3.10	Professional Growth	English Learners Foster Youth Low Income	\$2,216,357.00			\$1,334,463.00	\$3,550,820.00
3	3.11	Instructional and Support Services	All	\$312,198,387.00				\$312,198,387.00
3	3.12	American Indian Education Program (AIEP)	American Indian and Alaska Native Students				\$61,886.00	\$61,886.00
4	4.1	School Counseling	English Learners Foster Youth Low Income	\$2,308,634.00				\$2,308,634.00
4	4.2	Alignment of Resources for English learner Programs and Services	English Learners	\$1,026,499.00		\$5,000.00		\$1,031,499.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Post-Secondary Opportunities and Exposure	English Learners Foster Youth Low Income	\$734,071.00				\$734,071.00
4	4.4	Alternative Education and Credit Recovery	English Learners Foster Youth Low Income	\$2,542,216.00				\$2,542,216.00
4	4.5	Summer Opportunities and Enrichment	English Learners Foster Youth Low Income	\$500,000.00			\$223,855.00	\$723,855.00
4	4.6	Early Childhood Education	English Learners Foster Youth Low Income	\$81,541.00			\$349,137.00	\$430,678.00
4	4.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	\$1,991,966.00				\$1,991,966.00
4	4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	All	\$3,214,182.00	\$1,878,218.00		\$557,321.00	\$5,649,721.00
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	English Learners	\$20,000.00				\$20,000.00
4	4.10	District System Supports for Continuous Improvement	English Learners Foster Youth Low Income	\$7,687,693.00				\$7,687,693.00
5	5.1	Foster Youth Staffing and Services	Foster Youth	\$1,037,848.00		\$99,999.00	\$494,268.00	\$1,632,115.00
5	5.2	Student Lists	Foster Youth Low Income	\$11,009.00				\$11,009.00
5	5.3	Special Outreach	Foster Youth	\$10,000.00				\$10,000.00
5	5.4	Inclusive Practices	Students with Disabilities	\$20,000.00	\$100,000.00			\$120,000.00
5	5.5	Enrollment in General Education	Students with Disabilities	\$0.00				\$0.00
5	5.6	Program and Service Alignment	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.7	Instructional Assistant Staffing	Students with Disabilities	\$302,142.00				\$302,142.00
5	5.8	Homeless Youth Staffing and Services	Low Income	\$871,882.00				\$871,882.00
5	5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$405,813,954.00	\$52,076,999.00	12.83%	1.40%	14.23%	\$57,841,126.00	0.00%	14.25 %	Total:	\$57,841,126.00
								LEA-wide Total:	\$29,746,050.00
								Limited Total:	\$19,122,036.00
								Schoolwide Total:	\$8,973,040.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,440,158.00	
1	1.2	Workforce Diversity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,093,808.00	
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,508,769.00	
1	1.4	Cultural Brokers	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,033,705.00	
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,801,444.00	
2	2.2	Prevention Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$555,767.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Inclusive School Climate and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,145,904.00	
2	2.4	School Climate Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,030.00	
2	2.5	School Site Supports for Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,941,407.00	
3	3.1	Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$548,847.00	
3	3.2	Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,480.00	
3	3.3	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,109.00	
3	3.4	Middle and High School Integrated Math Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12 Middle and High Schools	\$1,396,153.00	
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,794,440.00	
3	3.7	Supplemental Arts & Physical Fitness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,800.00	
3	3.8	Academic Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$1,123,865.00	
3	3.9	School Site Innovation	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools Specific Schools: Title 1 Schools	\$2,737,724.00	
3	3.10	Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,216,357.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	School Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Each site with site-based school counselor & 9 comprehensive high schools - Bella Vista, Casa Roble, Del Campo, Encina, Mira Loma, Mesa Verde, Rio Americano, San Juan	\$2,308,634.00	
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,026,499.00	
4	4.3	Post-Secondary Opportunities and Exposure	Yes	Schoolwide	English Learners Foster Youth Low Income	High schools	\$734,071.00	
4	4.4	Alternative Education and Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High schools including El Sereno, Meraki, La Entrada, Encina, Fair Oaks, San Juan, Marvin Marshall, General Davie Center	\$2,542,216.00	
4	4.5	Summer Opportunities and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$500,000.00	
4	4.6	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,541.00	
4	4.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle schools and high schools	\$1,991,966.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	LEA-wide	English Learners	All Schools	\$20,000.00	
4	4.10	District System Supports for Continuous Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,687,693.00	
5	5.1	Foster Youth Staffing and Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,037,848.00	
5	5.2	Student Lists	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$11,009.00	
5	5.3	Special Outreach	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
5	5.6	Program and Service Alignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
5	5.8	Homeless Youth Staffing and Services	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$871,882.00	
5	5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$327,869,571.00	\$320,679,081.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Family and Community Engagement	Yes	\$611,293.00	\$586,192.73
1	1.2	Attendance Support for Homeless and Foster Youth	Yes	\$718,400.00	\$412,517.29
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	\$3,244,494.00	\$2,628,799.37
1	1.4	Cultural Brokers	Yes	\$745,800.00	\$634,572.52
1	1.5	Workforce Diversity	Yes	\$200,000.00	\$203,383.95
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	\$5,244,040.00	\$4,245,088.16
2	2.2	Prevention Services	Yes	\$302,215.00	\$271,797.84
2	2.3	Inclusive School Climate and Equity	Yes	\$1,273,175.00	\$1,102,104.63
2	2.4	School Climate Assessment and Continuous Improvement	Yes	\$314,821.00	\$239,293.67
2	2.5	School Site Supports for Safe Environments	Yes	\$2,451,413.00	\$2,240,539.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Math	Yes	\$527,607.00	\$497,843.73
3	3.2	Literacy	Yes	\$88,480.00	\$59,913.66
3	3.3	Intervention	Yes	\$764,121.00	\$764,931.56
3	3.4	Middle and High School Integrated Math Support	Yes	\$1,298,915.00	\$1,288,610.24
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	\$7,886,176.00	\$7,464,291.28
3	3.6	Science	No	\$55,542.00	\$8,873.33
3	3.7	Supplemental Arts & Physical Fitness	Yes	\$178,009.00	\$42,472.37
3	3.8	Academic Supports	Yes	\$1,621,739.00	\$1,113,472.31
3	3.9	School Site Innovation	Yes	\$2,599,020.00	\$2,706,169.54
3	3.10	Professional Growth	Yes	\$3,051,729.00	\$3,045,040.74
3	3.11	Instructional and Support Services	No	\$274,502,019.00	\$275,327,530.00
3	3.12	American Indian Education Program (AIEP)	No	\$29,020.00	\$25,134.74

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	School Counseling	Yes	\$1,994,177.00	\$1,973,352.91
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	\$927,669.00	\$808,210.51
4	4.3	Post-Secondary Opportunities and Exposure	Yes	\$473,611.00	\$341,478.41
4	4.4	Alternative Education and Credit Recovery	Yes	\$1,933,837.00	\$1,922,028.94
4	4.5	Summer Opportunities and Enrichment	No	\$1,243,597.00	\$1,183,196.28
4	4.6	Early Childhood Education	Yes	\$357,201.00	\$349,746.93
4	4.7	Advancement Via Individual Determination (AVID)	Yes	\$1,796,338.00	\$1,740,401.21
4	4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement	No	\$3,529,288.00	\$3,494,427.46
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	\$20,000.00	\$2,604.90
4	4.10	District System Supports for Continuous Improvement	Yes	\$6,140,946.00	\$2,428,667.00
5	5.1	Foster Youth Staffing and Services	Yes	\$1,503,870.00	\$1,488,015.27
5	5.2	Student Lists	Yes	\$11,009.00	\$6,532.58
5	5.3	Special Outreach	Yes	\$10,000.00	\$2,730.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Inclusive Practices	No	\$220,000.00	\$29,115.83
5	5.5	Enrollment in General Education	No	\$0.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$41,535,741.00	\$42,702,520.00	\$36,124,456.78	\$6,578,063.22	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Family and Community Engagement	Yes	\$611,293.00	\$586,192.73		
1	1.2	Attendance Support for Homeless and Foster Youth	Yes	\$718,400.00	\$412,517.29		
1	1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Yes	\$2,767,933.00	\$2,148,030.96		
1	1.4	Cultural Brokers	Yes	\$45,000.00	\$277,675.45		
1	1.5	Workforce Diversity	Yes	\$200,000.00	\$203,383.95		
2	2.1	Multi-Tiered System of Supports for Social-Emotional Health	Yes	\$3,548,860.00	\$3,067,742.13		
2	2.2	Prevention Services	Yes	\$302,215.00	\$271,797.84		
2	2.3	Inclusive School Climate and Equity	Yes	\$1,273,175.00	\$1,102,104.63		
2	2.4	School Climate Assessment and Continuous Improvement	Yes	\$154,030.00	\$63,623.36		
2	2.5	School Site Supports for Safe Environments	Yes	\$2,343,638.00	\$2,102,170.86		
3	3.1	Math	Yes	\$527,607.00	\$497,843.73		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Literacy	Yes	\$88,480.00	\$59,913.66		
3	3.3	Intervention	Yes	\$764,121.00	\$764,931.56		
3	3.4	Middle and High School Integrated Math Support	Yes	\$1,298,915.00	\$1,288,610.24		
3	3.5	Integrated and Designated English Language Development (ELD)	Yes	\$7,886,176.00	\$7,464,291.28		
3	3.7	Supplemental Arts & Physical Fitness	Yes	\$178,009.00	\$42,472.37		
3	3.8	Academic Supports	Yes	\$1,060,587.00	\$903,209.26		
3	3.9	School Site Innovation	Yes	\$2,599,020.00	\$2,706,169.54		
3	3.10	Professional Growth	Yes	\$2,032,766.00	\$1,998,280.04		
4	4.1	School Counseling	Yes	\$1,994,177.00	\$1,973,352.91		
4	4.2	Alignment of Resources for English learner Programs and Services	Yes	\$907,982.00	\$807,272.71		
4	4.3	Post-Secondary Opportunities and Exposure	Yes	\$473,611.00	\$341,478.41		
4	4.4	Alternative Education and Credit Recovery	Yes	\$1,933,837.00	\$1,922,028.94		
4	4.6	Early Childhood Education	Yes	\$81,317.00	\$7,502.78		
4	4.7	Advancement Via Individual Determination (AVID)	Yes	\$1,796,338.00	\$1,740,401.21		
4	4.9	K-8 College and Career Strength Finding/Career Planning & Support	Yes	\$20,000.00	\$2,604.90		
4	4.10	District System Supports for Continuous Improvement	Yes	\$6,140,946.00	\$2,428,667.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.1	Foster Youth Staffing and Services	Yes	\$933,078.00	\$930,924.30		
5	5.2	Student Lists	Yes	\$11,009.00	\$6,532.58		
5	5.3	Special Outreach	Yes	\$10,000.00	\$2,730.16		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$387,249,601.00	\$41,535,741.00	0.00%	10.73%	\$36,124,456.78	0.00%	9.33%	\$5,411,284.22	1.40%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2023-24 Local Control and Accountability Plan (LCAP) Overview

San Juan Unified School District

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment

Ethnicity	Percent of Enrollment
African American	6.8%
American Indian	0.6%
Asian	10.7%
Filipino	0.8%
Hispanic/Latino	25.6%
Pacific Islander	0.7%
White	47.2%
Two or More Races	7.7%
Student Group	Percent of Enrollment
English Learners	17.7%
Low Income	57%
Foster Youth	0.4%

Our Community



Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale Communities Served



37,975

Students



65

Schools



5526

Staff

2023-24 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$373,660,397.00
Other State Funds	\$3,664,810.00
Local Funds	\$476,385.00
Federal Funds	\$4,361,268.00
Total Funds	\$382,162,860.00
Type	Totals
Personnel	\$367,724,816.00
Non-Personnel	\$14,438,044.00







2023-24 LCAP Goals and Services

GOAL

1

Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.




1.1	Family and Community Engagement Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.	\$1,440,158.00	 English Learners Foster Youth Low Income
1.2	Workforce Diversity Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.	\$1,093,808.00	 English Learners Foster Youth Low Income
1.3	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners Provide responsive programs, curriculum, and instruction to support various English learner (EL) student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.	\$4,057,047.00	 English Learners
1.4	Cultural Brokers School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved populations in programs to improve academic and social-emotional outcomes.	\$2,435,305.00	 English Learners Low Income





GOAL

2

Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.



2.1	Multi-Tiered System of Supports for Social-Emotional Health Provide Tier 1, 2, and 3 supports to sites through direct services to students along with professional development based on site need.	\$6,229,237.00	 English Learners Foster Youth
-----	--	----------------	---



			Low Income
2.2	Prevention Services Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.	\$555,767.00	 English Learners Foster Youth Low Income
2.3	Inclusive School Climate and Equity Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.	\$2,145,904.00	 English Learners Foster Youth Low Income
2.4	School Climate Improvement Provide professional development to support sites with student engagement and alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL).	\$336,633.00	 English Learners Foster Youth Low Income
2.5	School Site Supports for Safe Environments Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.	\$6,108,665.00	 English Learners Foster Youth Low Income

GOAL

3

Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.



3.1	Math Support practitioners in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Strategies to incorporate real-world problem-solving situations, and equitable access to learning for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	\$548,847.00	 English Learners Foster Youth Low Income
3.2	Literacy Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of UDL, and meets students' specific needs in both English language arts and history-social science.	\$88,480.00	 English Learners

			Foster Youth Low Income
3.3	Intervention Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	\$314,109.00	 English Learners Foster Youth Low Income
3.4	Middle and High School Integrated Math Support Provide middle and high schools support with Integrated Math 1 (IM1) implementation and funds to support other academic and social-emotional needs.	\$1,396,153.00	 English Learners Foster Youth Low Income
3.5	Integrated and Designated English Language Development (ELD) Provide meaningful access for English learners (EL) through integrated & designated ELD instruction using the EL Roadmap. Implementation support for ELD focused on differentiated instructional strategies that target the academic and language needs of students with various EL profiles.	\$8,794,440.00	 English Learners
3.6	Science Support implementation of Next Generation Science Standards (NGSS), including professional learning for NGSS-aligned instructional materials, focusing on equitable access, engagement, and relevancy for all students.	\$84,560.00	 All Students
3.7	Supplemental Arts & Physical Fitness Provide access to before and after school programs, especially for our targeted groups; professional learning opportunities focused on differentiating instruction for all learners; ensure students have the materials and supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.	\$52,800.00	 English Learners Foster Youth Low Income
3.8	Academic Supports Provide central support and staffing for implementation of English language development (ELD) and content standards to support K-12 teachers, administrators, and classified staff. This includes program specialists and teachers on special assignments (TOSAs) across all content areas including ELD to provide professional learning focused on data analysis, designated and integrated ELD, and implementation of Guided Language Acquisition Design (GLAD) strategies for integrated ELD.	\$1,794,649.00	 English Learners Foster Youth Low Income
3.9	School Site Innovation Provide support to Title I schools focused on academic and social-emotional learning (i.e. instructional administrative support, co-teaching model, newcomer support).	\$2,737,724.00	 English Learners Low Income




3.10	Professional Growth In collaboration with San Juan Teachers Association (SJTA), provide peer support and training to new and veteran teachers in a system of professional growth.	\$3,550,820.00	 English Learners Foster Youth Low Income
3.11	Instructional and Support Services Provide instructional and support services for all students, and ensure staff are properly credentialed and appropriately assigned.	\$312,198,387.00	 All Students
3.12	American Indian Education Program (AIEP) This program addresses the unique cultural, language, and education related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups, and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations.	\$61,886.00	 American Indian and Alaska Native Students


GOAL

4

Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.



4.1	School Counseling Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.	\$2,308,634.00	 English Learners Foster Youth Low Income
4.2	Alignment of Resources for English learner Programs and Services Align interpreters and bilingual assistants to the six most commonly spoken languages other than English to support the academic success of our English learners and newcomers. Provide programs to meet the needs of specific populations: Newcomers, Long-term English learners (LTELs); grade-level programs such as English Language Proficiency Assessments for California (ELPAC) boot camp. Staff to translate foreign transcripts. School-Community Resource Assistants to support families with understanding available school programs, internal and external resources, parent-teacher conferences, etc. Translators to support students and families with Individualized Education Program (IEP), enrollment, translation of documents, and interpretation.	\$1,031,499.00	 English Learners
4.3	Post-Secondary Opportunities and Exposure Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduation.	\$734,071.00	 English Learners Foster Youth Low Income

4.4	Alternative Education and Credit Recovery Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.	\$2,542,216.00	 English Learners Foster Youth Low Income
4.5	Summer Opportunities and Enrichment Intervention and enrichment opportunities for students who are at risk from not being on grade level.	\$723,855.00	 English Learners Foster Youth Low Income
4.6	Early Childhood Education Support all students and families by offering enrollment into summer programs focused on transitioning into the TK-12 system. Educate parents on the process for enrollment through the years and prepare students for the behavioral and educational elements of an elementary student. Promote community building into the transition.	\$430,678.00	 English Learners Foster Youth Low Income
4.7	Advancement Via Individual Determination (AVID) Provide AVID program at secondary school sites to support students with college access and skill development to be successful in post-secondary.	\$1,991,966.00	 English Learners Foster Youth Low Income
4.8	Career Technical Education (CTE) Pathway Articulation and CTE Advancement Provide students with opportunities to explore career pathways at the elementary and middle grades and experience pathways at the high school level.	\$5,649,721.00	 All Students
4.9	K-8 College and Career Strength Finding/Career Planning & Support Support students in grades TK-8 in student career planning to include social-emotional awareness, strengths finder, and self-discovery as they relate to and support the college and career Indicators.	\$20,000.00	 English Learners
4.10	District System Supports for Continuous Improvement Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	\$7,687,693.00	 English Learners Foster Youth Low Income


GOAL

5

Additional Targeted Support: Differentiated assistance to improve outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.



5.1	Foster Youth Staffing and Services Wraparound supports for foster youth focused on attendance, tutoring, academics, college and career guidance, transitioning from high school to college and career, and communication and marketing to families and students.	\$1,632,115.00	 Foster Youth
5.2	Student Lists Identify current foster and homeless youth as well as former foster youth by verifying state, county, and local student information data, and targeting enrollment and interdistrict transfer processes.	\$11,009.00	 Foster Youth Low Income
5.3	Special Outreach Identify, recruit, place, and support foster youth and students with disabilities in AP, IB, CTE, Military Science, A-G, tutoring, dual enrollment, credit recovery courses/classes.	\$10,000.00	 Foster Youth
5.4	Inclusive Practices Support general and special education teams through professional learning and collaboration time in order to increase the use of inclusive practices for students with disabilities in general education environments.	\$120,000.00	 Students with Disabilities
5.5	Enrollment in General Education Revise student code process for students with disabilities to access required general education courses and meet graduation requirements.	\$0.00	 Students with Disabilities
5.6	Program and Service Alignment Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.	\$10,000.00	 English Learners Foster Youth Low Income
5.7	Instructional Assistant Staffing Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.	\$302,142.00	 Students with Disabilities
5.8	Homeless Youth Staffing and Services Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.	\$871,882.00	 Low Income

5.9	Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI) Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.	\$60,000.00	 English Learners Foster Youth Low Income
-----	---	-------------	---

Educational Partner Engagement			
<p>San Juan Unified School District (SJUSD) is committed to ensuring the voices of students, staff, families, and community members are lifted into the planning, implementation, and reflection process for how our approximately 37,975 TK-12 students are engaged in learning.</p> <p>Following is a summary of the educational partner groups and how the groups were engaged:</p> <p>Educational Partner Groups</p> <ul style="list-style-type: none"> • Students • Families • Staff • Labor Groups • Community Groups <p>Outreach and Participation</p> <ul style="list-style-type: none"> • Approximately 2500 participants and over 65 educational partner groups • Climate Survey with 21,288 responses <p>Engagement Strategy</p> <ul style="list-style-type: none"> • 1:1 • Small group • Large group • Online • In-person • Phone • Paper <p>Following is a summary of the educational partner key themes:</p> <p>Goal 1: Connected School Communities</p> <ul style="list-style-type: none"> • Parent classes and workshops • Resources to access food, clothing, and shelter • Subsidized childcare, transportation, technology, clubs, programs, and fees • Consistent, timely, and translated communication from the district and school sites to families • Increase collaboration with community partners • Peer and staff relationship building, clubs, sports, and community building events • Chromebooks for teachers and students <p>Goal 2: Healthy Environments for Social and Emotional Growth</p> <ul style="list-style-type: none"> • Mental health staffing, supports, and wellness spaces for students and staff • Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs • Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus 			

- Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones
- Culturally diverse, healthy, and appetizing meal choices
- Staff diversity, recruitment, and retention

Goal 3: Engaging Academic Programs

- Engaging, fun, real-world experiences and opportunities
- Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians
- Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math
- Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child
- Consistent use of software learning platforms across schools and classrooms

Goal 4: Clear Pathways to Bright Futures

- Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)
- Access to academic counselors and Naviance
- Opportunities for all K-12 students to explore strengths, interests, and goals
- College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships
- Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science

Notable Changes for 2023-24

Action 1.1 - Family and Community Engagement: Provide avenues where families are valued as active participants in building and maintaining strong school and home relationships. Provide information to parents on how to support instructional learning at home. Partner and build capacity with parents across our diverse district to take leadership roles that address specific school, region, and districtwide needs.

- Increased funding and expanded to include two bilingual Communications Specialists in the district's communications department, a two-way text-messaging vendor with advanced translation features, Sierra Nevada Journeys summer academy, and additional support for west-end schools via a resource mobile benefiting both students and families.

Action 1.2 - Workforce Diversity: Improve recruitment, retention, and career development focused on increasing diversity of staff members who represent our student populations.

- Increased funding and expanded to include Alder Teacher Residency program.

Action 1.3 - Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners: Provide responsive programs, curriculum, and instruction to support various English learner (EL) student characteristics and experiences. Bilingual Instructional Assistants (BIAs) to provide scaffolded support using primary language to students with beginning, intermediate, and advanced level English proficiency.

- Increased funding to hire additional bilingual instructional assistants and increase existing staff hours.

Action 1.4 - Cultural Brokers: School community staff to connect families and students with resources and tools to navigate the American school system, provide culturally appropriate responses, and engage historically underserved populations in programs to improve academic and social-emotional outcomes.

- Increased funding for staffing to provide additional essential support to immigrant and refugee students and families.

Action 2.2 - Prevention Services: Support school sites and students with vision screening, reducing substance abuse, and creating physically, socially, and emotionally safe environments.

- Increased funding for access to vision screening at seven high-density sites, and expansion of Safe School Ambassadors and Safe School Buddies programs.

Action 2.3 - Inclusive School Climate and Equity: Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice, developing student leaders and advocates, and providing professional development (PD) for staff.

- Increased funding for student leadership, advocacy development programs, and community partnerships.

Action 2.5 - School Site Supports for Safe Environments: Staff to improve safety, security, supervision, relationships, and connections with targeted student groups. Staff training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus.

- Increased funding for campus supervision and building relationships with students.

Action 4.1 - School Counseling: Develop and maintain a K-12 comprehensive school counseling curriculum to provide tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: college/career readiness, academic and social-emotional learning.

- Increased funding and expanded to include State Seal of Civic Engagement.

Action 4.3 - Post-Secondary Opportunities and Exposure: Expose students to opportunities through lessons in Naviance, counseling core instruction, Equal Opportunities Schools' partnership, dual enrollment, and Career Technical Education (CTE) outreach so that all students will know and understand post-secondary opportunities such as community colleges, universities, military, trade schools, and career pathways where students can begin working immediately after graduation.

- Increased funding to include dual enrollment and Equal Opportunities Schools partnership.

Action 4.4 - Alternative Education and Credit Recovery: Provide students with alternative education and credit recovery options to high school graduation. Exposure to college and career options to support students who want an alternative route to finish high school and/or who become credit deficient. Subsidize early childhood education program fees for low-income parents and pregnant teens.

- Increased funding and expanded to include alternative education and credit recovery summer opportunities.

Action 4.5 - Summer Opportunities and Enrichment: Intervention and enrichment opportunities for students who are at risk from not being on grade level.

- Increased funding for additional summer Camp Invention locations for learning and enrichment opportunities.

Action 4.10 - District System Supports for Continuous Improvement: Site funding to implement continuous improvement principles and practices with educational partners focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.

- Increased funding and expanded to include additional administrator support at targeted school sites.

Actions 5.6 - Program and Service Alignment: Increase collaboration within and across departments to create a Multi-Tiered System of Support (MTSS) that aligns academic and behavior programs and services.

- New action

Action 5.7 - Instructional Assistant Staffing: Increase and retain Instructional Assistant (IA) staffing and hours to provide classroom support to students with disabilities.

- New action

Action 5.8 - Homeless Youth Staffing and Services: Wraparound services to identify McKinney Vento (MKV) students, assist with immediate enrollment, improve attendance, and connect families with school and community resources to access school supplies, housing, transportation, food, and clothing.

- New action

Action 5.9 - Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI): Direct support to schools that meet the criteria for CSI and ATSI focused on implementing continuous improvement principles and practices such as analyzing data, understanding root causes, developing and implementing changes, and monitoring progress.

- New action

San Juan Unified School District

3738 Walnut Ave. • Carmichael CA, 95608, CA | Phone: (916) 971-7700 | Fax: | Email: info@sanjuan.edu
Website: www.sanjuan.edu

Educational Partner Key Themes and 2023-24 LCAP Actions Crosswalk

EDUCATIONAL PARTNER KEY THEMES: Goal 1 - Connected School Communities	LCAP ACTIONS
Parent classes and workshops.	1.1, 4.2, 4.6
Resources to access food, clothing, and shelter	1.1, 1.4, 4.2, 5.1, 5.8
Subsidized childcare, transportation, technology, clubs, programs, and fees	1.1, 3.7, 4.3, 4.4, 5.8
Consistent, timely, and translated communication from the district and school sites to families	1.1, 1.3, 1.4, 4.2, 5.1, 5.8
Increase collaboration with community partners.	1.1, 1.4, 2.3, 3.12, 4.3, 5.1, 5.8
Peer and staff relationship building, clubs, sports, and community building events.	1.1, 1.4, 2.3, 2.4, 2.5, 3.7, 3.12, 4.1, 5.1, 5.8
Chromebooks for teachers and students	Theme addressed outside of LCAP. In 23-24, each classroom will have 36 chromebooks for on-site use. Students who receive special education services and English learners will have access to Chromebooks for home use.
EDUCATIONAL PARTNER KEY THEMES: Goal 2 - Healthy Environments for Social and Emotional Growth	LCAP ACTIONS
Mental health staffing, supports, and wellness spaces for students and staff	1.1, 2.1, 2.2, 2.5, 5.1, 5.8
Inclusive and culturally responsive textbooks, materials, stories, celebrations, and programs	1.1, 1.3, 1.4, 2.3, 3.5, 3.7, 3.12, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9
Accountability, consequences, and training to address fighting, bullying, racism, harassment, drug use, and discrimination on campus	1.1, 1.4, 2.2, 2.3, 2.4, 2.5, 5.6
Safety and security including campus supervision, fencing, crosswalks, parking lots, drop-off and pick-up zones	2.5
Staff diversity, recruitment, and retention	1.2
Culturally diverse, healthy, and appetizing meal choices	Theme addressed outside of LCAP. Nutrition Services adheres to the nutritional requirements under the National breakfast and lunch programs. In 23-24, per new state requirement, at least 40% of weekly meals must be prepared fresh on-site and require farm to school produce offerings provided by small, local farmers. SJUSD has stated and will continue to work towards providing more

	plant-based, culturally diverse meal choices.
EDUCATIONAL PARTNER KEY THEMES: Goal 3 - Engaging Academic Programs	LCAP ACTIONS
Engaging, fun, real-world experiences and opportunities.	3.1, 3.2, 3.6, 3.7, 3.12, 4.3, 4.5, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5
Staffing such as teachers, intervention specialists, instructional assistants, bilingual instructional assistants, English language development teachers, translators, tutors, school community resource assistants, certified librarians	1.3, 1.4, 3.5, 3.8, 3.9, 4.2, 5.7
Programs and services including tutoring, mentoring, academic intervention, summer and before/after school programs with an emphasis on math	1.1, 1.3, 2.3, 3.1, 3.3, 3.4, 3.12, 4.4, 4.5, 4.7, 5.1, 5.3, 5.7, 5.8
Science, Technology, Engineering, Arts, and Math (STEAM) related enrichment opportunities such as field trips, robotics, fine arts, music, whole-child	1.1, 3.6, 3.7, 3.12, 4.5, 4.8
Consistent use of software learning platforms across schools and classrooms	3.1, 3.2 - i-Ready, Kami, Pear-Deck, Go Guardian, Read&Write 4.3 - Naviance 4.4 - APEX
EDUCATIONAL PARTNER KEY THEMES: Goal 4 - Clear Pathways to Bright Futures	LCAP ACTIONS
Programs such as Advancement Via Individual Determination (AVID), apprenticeship programs, Advance Placement (AP) and International Baccalaureate (IB) classes, Career Technical Education (CTE), CIVITAS, Improve Your Tomorrow (IYT), Rapid Learner, United College Action Network (UCAN), Visual and Performing Arts (VAPA)	2.3, 3.7, 4.3, 4.7, 4.8, 5.3
Access to academic counselors and Naviance	4.1, 4.3
Opportunities for all K-12 students to explore strengths, interests, and goals	4.3, 4.7, 4.8, 4.9
College and career counseling, awareness, workshops, resources, fairs, centers, tours, guest speakers, and internships	4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 5.1, 5.8
Life skills and trade opportunities such as financial literacy, communications skills, driver education, culinary arts, computer science	2.3, 4.3, 4.7, 4.8