





Local Control and Accountability Plan (LCAP) Overview

Local Control Funding Formula (LCFF)



GRANTS


Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.



SUPPLEMENTAL GRANTS

Every student who is **low-income**, **learning English**, or in **foster care** generates 20% more funding above the base grant.


These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.



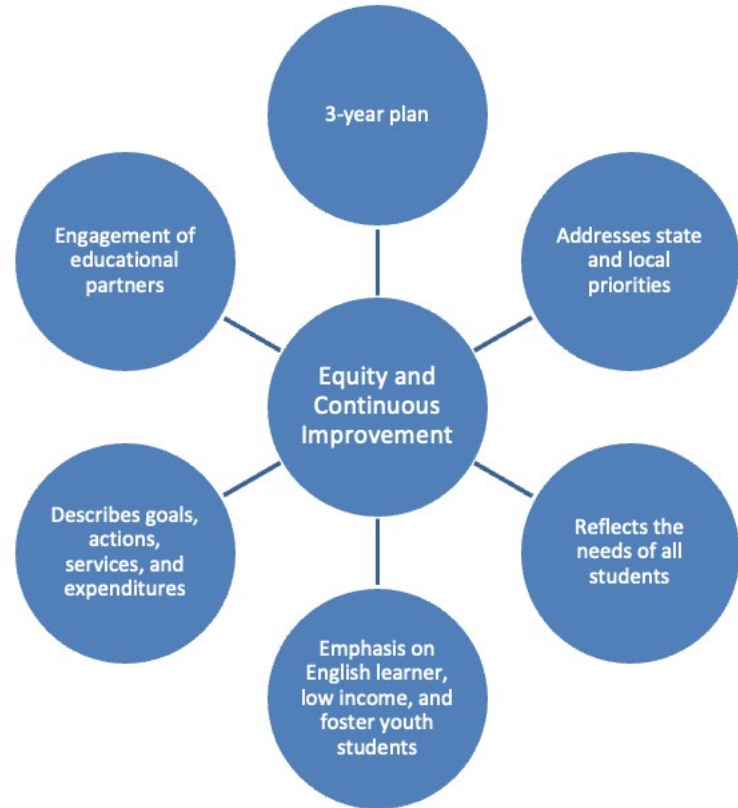
CONCENTRATION GRANTS

In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 65% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.



Local Control and Accountability Plan (LCAP)



Eight State Priority Areas



Conditions for Learning

- Basic Services
- Implementation of State Standards
- Course Access

Engagement

- Parent Engagement
- Pupil Engagement
- School Climate

Pupil Outcomes

- Pupil Achievement
- Other Pupil Outcomes

Continuous Improvement



Build on the work we have done.



Analyze multiple sources of data.



Refine actions based on what we learn.

San Juan Unified LCAP Goals



1. Connected Schools

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

All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

3. Engaging Academics

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.

4. Clear Pathways

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.

New 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.

LCAP Adoption Requirements



Education Code	Requirements
52060 (g)	Consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils.
52062 (a) (5)	Consult with the SELPA to determine that specific actions for SWD are included in the plan, and that they are consistent with the annual assurances support plan.
52062 (a) (1) (2)	Present the plan to the LCAP parent advisory committee (PAC) and English learner PAC for review and comment.
52062 (a) (3)	Notify members of the public of the opportunity to submit written comments regarding actions and expenditures.
52062 (a) (1) (2)	Superintendent responds, in writing, to comments received from the LCAP PAC and English learner PAC.
52062 (a) (4)	Review school plans (e.g. the SPSA) to ensure that specific actions in the LCAP are consistent with the strategies submitted in the school plans.
52062 (b) (1)	Post the agenda 72 hours in advance of the public hearing of the governing board and include the location where the plan may be inspected.
52062 (b) (1)	Present plan at a public hearing of the governing board to solicit recommendations and comments from the public regarding actions and expenditures included in the plan.
52062 (b) (2) 52064.5 (e) (2)	Present Local Indicator data and adopt LCAP in a public meeting at least one day after the public hearing.

Educational Partners

Students	Families	Staff/Labor Groups	Community Partners
<ul style="list-style-type: none"> • All districtwide • African American • Black Student Unions • Elementary, Middle, and High School • Brown Student Union • English learner • English Learner Student Leadership • Foster Youth • LGBTQ+ • Long-term English Language Learners • McKinney Vento (homeless) • Prevention Services • Refugee/NewcomerStudents • San Juan Youth Voice Advocates • Students with disabilities • Students with a Voice • Superintendent's Student Advisory Council 	<ul style="list-style-type: none"> • All districtwide • African American • American Indian Education Program Parent Advisory Committee • Curriculum and Standards • District English Language Advisory Committee • Dual Identity Special Education/English Learner • English Language Advisory Committee • Facilities Committee • Foster Youth • Local Control and Accountability Plan Parent Advisory Committee • McKinney Vento (homeless) • Refugee/NewcomerParents • School Site Council • Special Education • Superintendent's Parent Advisory Committee • Talleres Familiares 	<ul style="list-style-type: none"> • All districtwide • African American • California School Employees Association • Confidential • Division of Teaching and Learning • Extended Cabinet • Foster Youth • McKinney Vento (homeless) • Prevention Services • San Juan Administrators Association • San Juan Supervisors Association • San Juan Professional Educators Coalition • San Juan Teachers Association • Special Education Local Plan Area • Teamsters 	<p><u>Equity Community Collaborative:</u></p> <ul style="list-style-type: none"> • Black Youth Leadership Project • Improve Your Tomorrow • Jewish Community Relations Council • National Association for the Advancement of Colored People • Project Optimism • Sacramento Area Youth Speaks • Sacramento Racial and Social Justice Professional Development Team • Special Team of Role Models • TRiO • United College Action Network • Youth Development Network <p><u>English Learner:</u></p> <ul style="list-style-type: none"> • Refugee Enrichment and Development Association • Sacramento Public Library - Arden • Sacramento Youth Center <p><u>Foster Youth:</u></p> <ul style="list-style-type: none"> • Aging Up • Court Appointed Student Advocates <p><u>McKinney-Vento:</u></p> <ul style="list-style-type: none"> • Carmichael Homeless Assistance Resource Team • Sacramento Kindness Campaign • Underground Clothing Connection



Engagement Strategy

Partners

- Students
- Staff
- Families
- Labor Groups
- Community Groups

Opportunities

- Thought Exchange
- Listening Session
- Focus Group
- Survey

Settings

- 1:1
- Small group
- Large group
- In person
- Online
- Phone
- Paper

Communication

- Website
- Mass notification
- Social media
- Community newsletters
- Targeted outreach

Identify Key Themes

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

Metrics Reviewed

State Priority Areas	California Dashboard Indicators		Additional LCAP Metrics	Educational Partner Voice
	State Indicator	Local Indicator		
1. Basic Services		Teacher Assignments, Instructional Materials, Facilities		Surveys
2. State Standards		Implementation of Academic Standards*		
3. Parent Involvement		Parent and Family Engagement*	EL, SED, FY, SWD Parent Leadership Roles	
4. Student Achievement	ELA and Math Achievement (3 rd -8 th , 11 th) English Learner Progress		EL Reclassification	Thought Exchanges, Focus Groups, Surveys
5. Student Engagement	Chronic Absence Rate (K-8 th) Graduation Rate (HS)		Attendance Rate Dropout Rate	
6. School Climate	Suspension Rate	Climate Survey: Students (4 th -12 th)	Expulsion Rate Climate Survey: Parents and Staff (districtwide)	
7. Course Access		Access to a Broad Course of Study		Listening Sessions
8. Other Student Outcomes	College and Career (HS)		Course Grades Text Level/iReady (K-2 nd) IM1 Completion Science Achievement	

California School Dashboard



Explore information about your local school and district.

Find School or District Near City or County 2022

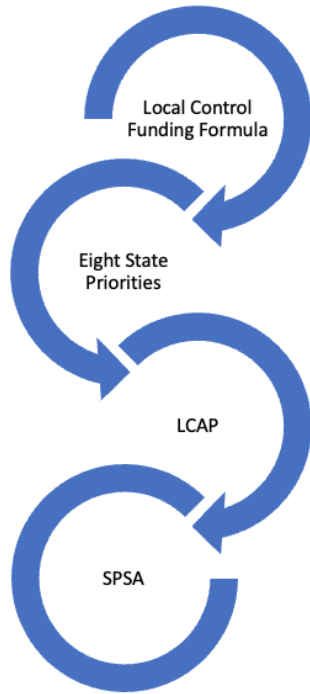
Visit <https://www.caschooldashboard.org/> to explore information about your local school and district

Incorporating Educational Partner Voice in the LCAP

EDUCATIONAL PARTNER KEY THEMES: Goal 1: Connected School Communities	LCAP Action
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
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

EDUCATIONAL PARTNER KEY THEMES: Goal 2: Healthy Environments for Social and Emotional Growth	LCAP Action
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

LCAP and SPSA Alignment



EXAMPLE

LCAP 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.



SPSA Goal 3 Engaging Academic Programs: We will regularly monitor student progress, use data to identify student needs, and identify and implement research-based instructional practices and interventions in order to increase students' academic growth and achievement.

LCAP Goal 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.



SPSA Action 3.5 - ELD Teacher: Ensure all English learners receive Designated and Integrated English Language Development (ELD) daily 1.0 Full Time Equivalent (FTE).

LCAP Goal 3 Metric - English Language Progress: Percentage of English learners who demonstrate improvement using English Learner Progress Indicator (ELPI) levels on the English Language Proficiency Assessments for California (ELPAC).



SPSA Action 3.5 Metric: Percent of students increasing at least one ELPI level.

LCAP Action 3.5 LCFF Supplemental: Designated ELD Classes, staff and materials - \$8,794,440



LCFF Supplemental: English Learner Central - \$84,835



Discussion

What connections are you making between how the LCAP is developed and how educational partner engagement is reflected in the plan?

- What became more clear?
- What is still foggy?



Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC)



Education Code

- **Section 52063(a)(1)**The governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.
- **Section 52060(g)**The school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.
- **Section 52062(a)(1)**The school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to Section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.



Bylaws

- Board of Education appointed committee with assigned board liaison
- Serve in an advisory capacity on matters pertaining to the LCAP as directed by the board
- Final authority for the LCAP lies with the Board of Education
- Meetings follow the Greene Act
- 20 members including parents/legal guardians with students enrolled in district, community members, and students enrolled in district and with emphasis on state and district identified targeted student groups
- 2-year commitment with option for 2 additional 2-year terms
- Leadership consists of a chairperson, assistant chairperson, and student chairperson serving 1-year terms
- Consistent meeting attendance is required and tracked



Open Meeting Law

Greene Act (*California Ed Code 35147*)

- Meetings must be open to the public
- All formal actions or decisions must take place at a public meeting
- The agenda must be posted at least 72 hours before a meeting and must include date, time, and location
- Materials considered during the meeting must be publicly available
- The public must be given the opportunity to address the committee on topics under the jurisdiction of the committee
- Items not on agenda may not be considered (with a narrow exception for emergencies—all members must agree by unanimous vote that they need to take immediate action)
- No provisions prohibiting communications among a majority of members outside the public meetings
- Criminal charges against individuals for intentional violations are not authorized



Robert's Rules of Order - Motions

Making Motions:

1. **Motion:** A member raises a hand and states motion
2. **Second:** Another member seconds the motion
3. **Restate motion:** The chairperson restates the motion
4. **Debate:** The members debate the motion
5. **Vote:** The chairperson restates the motion, asks for affirmative votes, asks for negative votes
6. **Announce the vote:** The chairperson announces the result of the vote

Required Motions:

1. Approval of meeting minutes
2. Action items requiring a vote (the item must be on the agenda to take a vote)
3. Amended motions (minor change to suggested motion)
4. Meeting Adjournment

Meeting Schedule



Meeting Topic	Date	Time	Location
LCAP PAC 1: LCAP PAC New Member Orientation	8/17/23	6:00pm – 8:00pm	District Office Board Room
LCAP PAC 2: Organizational Meeting/Committee Perspectives Gathering Regarding Educational Partner Engagement	9/21/23	6:00pm – 8:00pm	District Office Board Room
LCAP Listening Session: LCAP PAC (Not a district scheduled public meeting)	11/16/23	6:00pm – 7:30pm	Zoom
LCAP PAC 3: Review Educational Partner Key Themes	3/14/24	6:00pm – 8:00pm	District Office Board Room
LCAP PAC 4: LCAP Draft Review, Comment and Superintendent Questions, Elections	5/23/24	6:00pm – 8:00pm	District Office Board Room
BOE Meeting: LCAP DRAFT Public Hearing	6/11/24	6:30pm – 9:00pm	District Office Board Room
BOE Meeting: LCAP Adoption and Local Indicators Presentation	6/25/24	6:30pm – 9:00pm	District Office Board Room

*Meeting dates and topics subject to change



Chairperson Responsibilities

- Coordinating with staff liaison (Gian) and secretary (Laura) in developing each meeting's agenda
- Conducting the meeting and working with the staff liaison to ensure compliance with the Greene Act
- Reviewing a draft of the meeting minutes
- Monitoring member attendance
- Preparing or delegating the preparation of the annual summary report and any committee reports



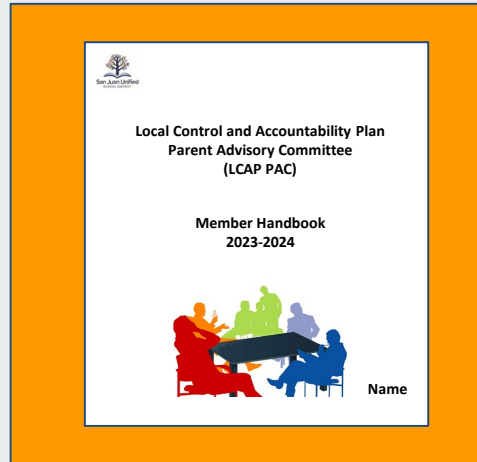
Discussion

What connections are you making between the role of the LCAP PAC as described in education code, our bylaws, and the Greene Act?

- What became more clear?
- What is still foggy?



Local Control and Accountability Plan (LCAP)



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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	\$373,681,358.00
Other State Funds	\$2,964,010.00
Local Funds	\$476,385.00
Federal Funds	\$4,361,268.00
Total Funds	\$381,483,021.00
Type	Totals
Personnel	\$367,574,710.00
Non-Personnel	\$13,908,311.00







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.	\$1,734,505.00	 English Learners Low Income

Educational Partner Engagement

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.

Following is a summary of the educational partner groups and how the groups were engaged:

Educational Partner Groups

- Students
- Families
- Staff
- Labor Groups
- Community Groups

Outreach and Participation

- Approximately 2500 participants and over 65 educational partner groups
- Climate Survey with 21,288 responses

Engagement Strategy

- 1:1
- Small group
- Large group
- Online
- In-person
- Phone
- Paper

Following is a summary of the educational partner key themes:

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

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.

DEFINITION KEY	
Disparity	Maximum difference between any subgroup compared to the overall rate
ALL	All Students
AA	African American
HIS	Hispanic
WH	White
EL	English Learner
RFEP	Reclassified Fluent English Proficient
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
Graduation Rate: Percentage of students who graduate high school within 4 years. Metric Source: DataQuest	2018-19 Overall: 88% Disparity: 34.3% 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%	2020-21 Overall: 87.1% Disparity: 42.9% 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%	2021-22 Overall: 87.4% Disparity: 26.7% 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%		All: >89% Disparity: <29.3%



What are some of your key takeaways?

What questions and wonderings do you have?