School Year 2021 2022

San Juan
Unified School District

2021-2024 Local Control and Accountability Plan

Approved by the Sacramento County Office of Education on October 8, 2021

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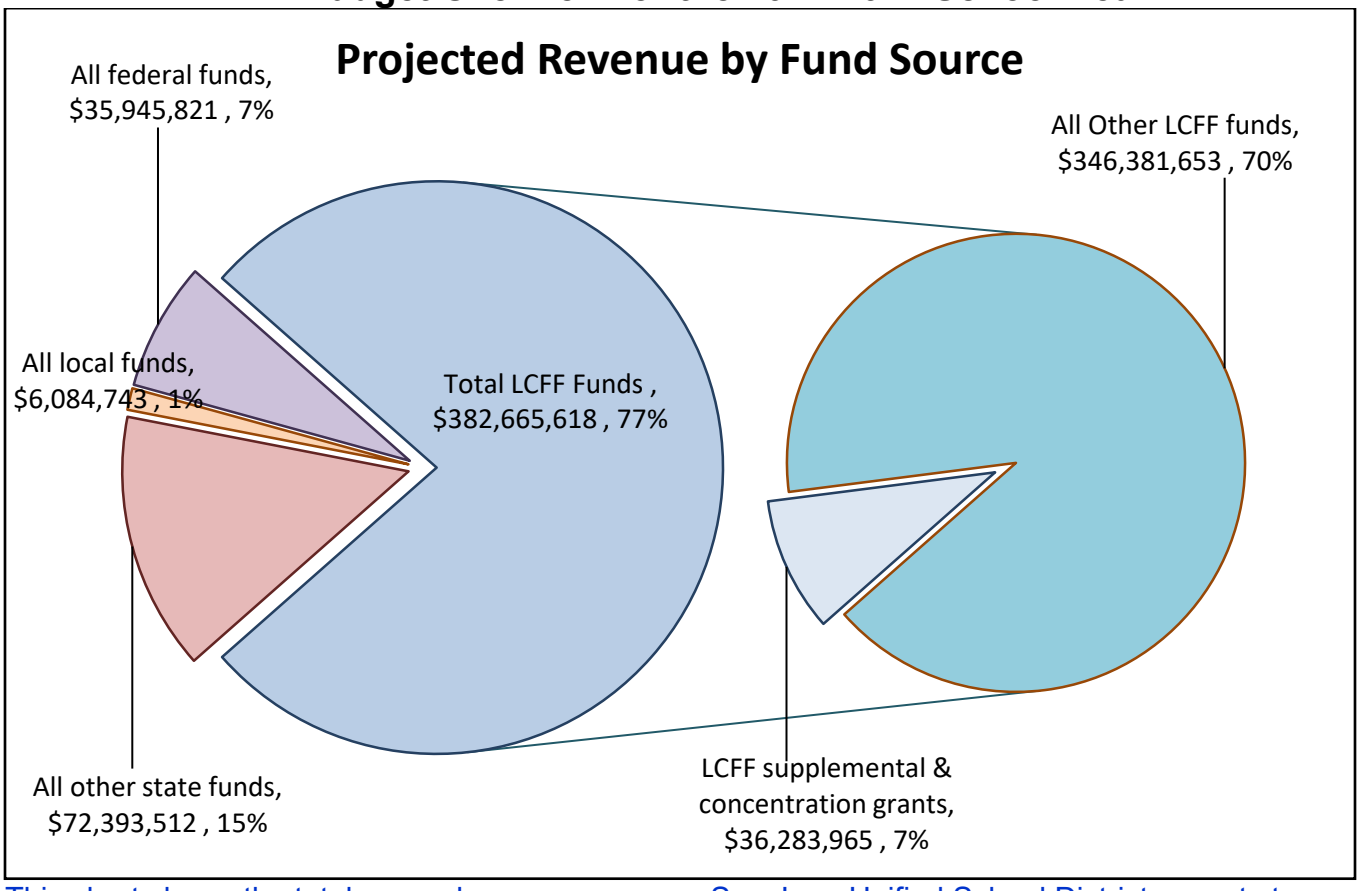
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Juan Unified School District
CDS Code: 34674470000000
School Year: 2021-2022
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/homeless youth, English learners, and low-income students).

Budget Overview for the 2021-2022 School Year

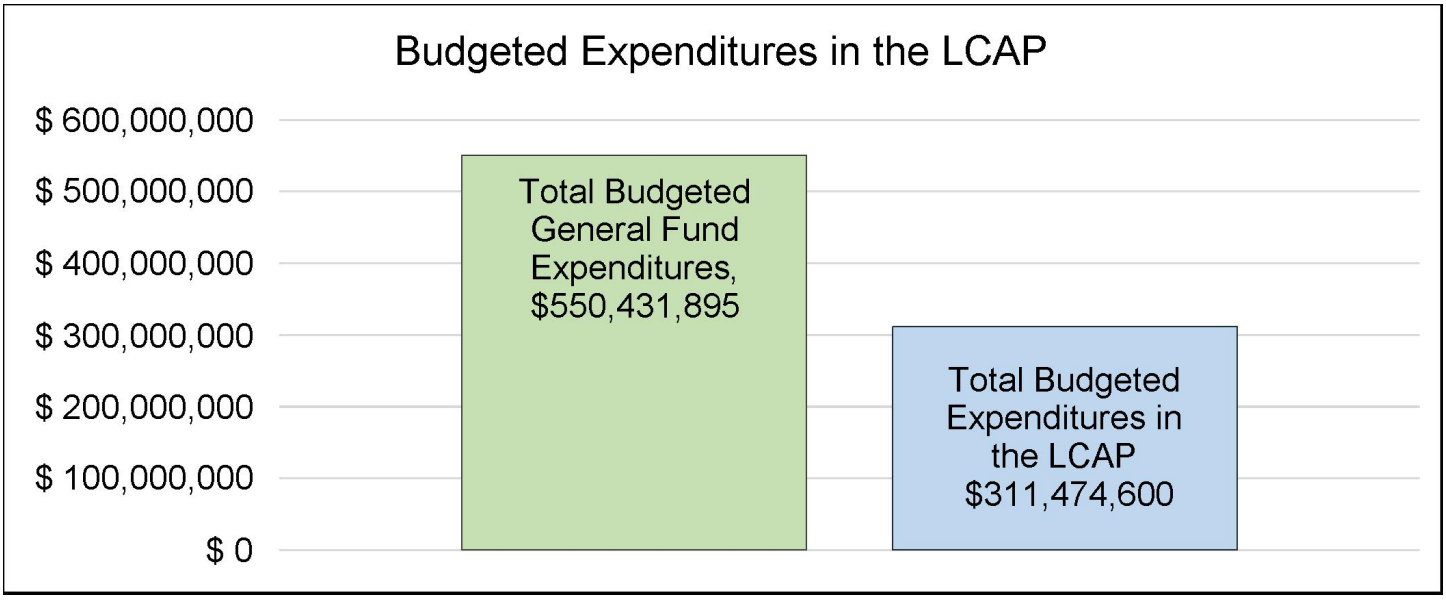


This chart shows the total general purpose revenue San Juan Unified School District expects to receive in the coming year from all sources.

The total revenue projected for San Juan Unified School District is $497,089,694, of which $382,665,618 is Local Control Funding Formula (LCFF), $72,393,512 is other state funds, $6,084,743 is local funds, and $35,945,821 is federal funds. Of the $382,665,618 in LCFF Funds, $36,283,965 is generated based on the enrollment of high needs students (foster/homeless 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 2021-2022. It shows how much of the total is tied to planned actions and services in the LCAP.

San Juan Unified School District plans to spend $550,431,895 for the 2021-2022 school year. Of that amount, $311,474,600 is tied to actions/services in the LCAP and $238,957,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

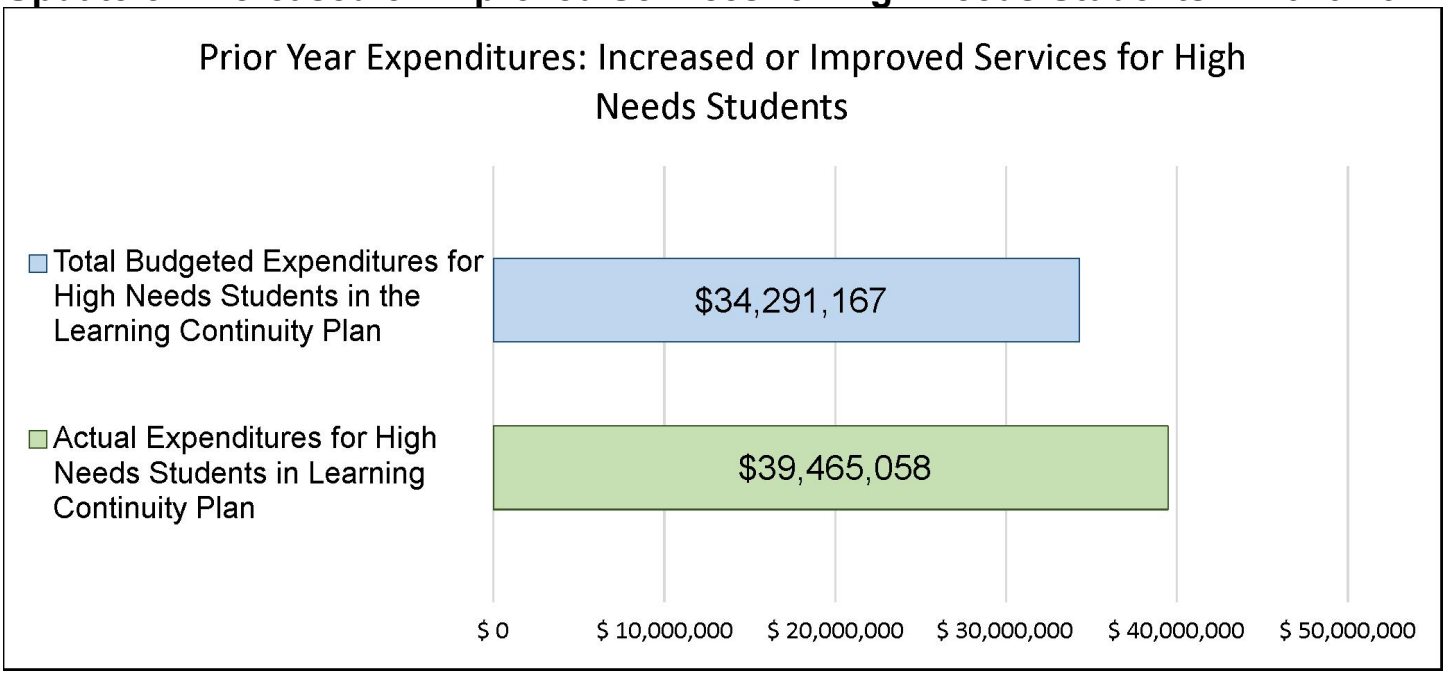
These expenditures, while not included in the Local Control and Accountability Plan, are integral to the district's ability to serve students and families.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-2022 School Year

In 2021-2022, San Juan Unified School District is projecting it will receive $36,283,965 based on the enrollment of foster/homeless 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 $36,612,014 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 2020-2021



This chart compares what San Juan Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-2021, San Juan Unified School District's Learning Continuity Plan budgeted $34,291,167 for planned actions to increase or improve services for high needs students. San Juan Unified School District actually spent $39,465,058 for actions to increase or improve services for high needs students in 2020-2021.

Annual Update for Developing the 2021-2022 Local Control and Accountability Plan

Annual Update for the 2019–2020 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

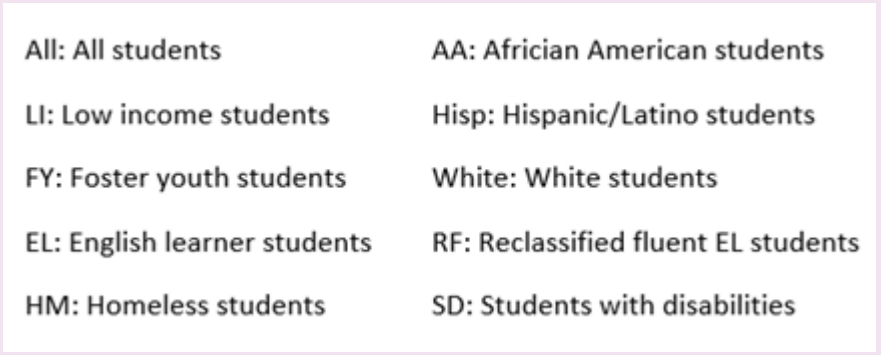
Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 1: Ensure a high level of literacy skills for all students through effective prevention, instruction, and early intervention practices.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Reading level K-2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.1a Reading: Increase the percent of students reading at/above grade level (K-2) (to 95%). **19-20** All: 64.7% AA: 53.8% LI: 63.3% Hisp: 55.2% FY: 56.3% White: 70.5% EL: 53.4% RF: 95.0% HM: 54.2% SD: 49.3% **Baseline** All: 44.7% AA: 33.8% LI: 33.3% Hisp: 35.2% FY: 26.3% White: 50.5% EL: 23.4% RF: 85.3% HM: 34.2% SD: 19.3%	At the end of the second trimester, the percent of students reading at/above grade levels in grades K-2 are as follows: All: 51.7% AA: 43.1% LI: 41.4% Hisp: 44.6% FY:37.5% White: 59.0% EL: 31.4% RF: 98.5% HM: 36.5% SD: 14.4% The district overall and all of the groups except for reclassified fluent English learners did not meet the targets for this year.
Metric/Indicator 1.1b Reading: All schools and the low-income group at all schools meet the minimum percent reading at or above grade level (K-2). **19-20** Minimum Percent - 50% at or above reading level All: 100% LI: 100%	At the end of the second trimester, 53.7% of the schools' overall and 36.6% of the schools' low-income groups are meeting the target of 50% or more of their students' reading at/above grade level. The district did not meet the targets for this year.

Expected	Actual
Baseline Minimum Percent - 25% at or above reading level All: 95.1% LI: 90.5%	
Metric/Indicator 1.1e ELA CAASPP: Increase the percent of students at/above grade level (Grades 3-8 and 11) (to 85%). **19-20** Grades 3-5 All: 61.0% AA: 52.0% LI: 56.0% Hisp: 56.0% FY: 48.0% White: 70.0% EL: 39.0% RF: 82.0% HM: 40.0% SD: 48.0% Grades 6-8 All: 65.0% AA: 53.0% LI: 58.0% Hisp: 59.0% FY: 36.0% White: 72.0% EL: 32.0% RF: 65.0% HM: 46.0% SD: 40.0% Grade 11 All :77.0% AA: 64.0% LI: 60.0% Hisp: 65.0% FY: 44.0% White: 83.0% EL: 33.0% RF: 72.0% HM: 58.0% SD: 4 4.0% **Baseline** Grades 3-5 All: 41.0% AA: 22.0% LI: 26.0% Hisp: 26.0% FY: 28.0% White: 50.0% EL: 9.0% RF: 62.0% HM: 10.0% SD: 18.0%	The state suspended CAASPP testing for the Spring 2020. The district did administer the NWEA Measures of Academic Progress (MAP) Reading assessment in the Winter of 2020 in grades 3-8. On the 2019-2020 Winter NWEA MAP Reading Assessment, the percent of students in grades 3-8 who are at/above grade level in English language arts for students is as follows: All: 40.8% AA: 22.9% LI: 26.4% Hisp: 30.8% FY: 17.2% White: 48.6% EL: 4.0% RF: 50.5% HM: 15.8% SD: 26.4% No comparison can be made between these results and the goals for the CAASPP ELA assessment. 

Expected	Actual
Grades 6-8 All: 45.0% AA: 23.0% LI: 28.0% Hisp: 29.0% FY: 6.0% White: 52.0% EL: 2.0% RF: 45.0% HM: 16.0% SD: 10.0% Grade 11 All: 57.0% AA: 34.0% LI: 40.0% Hisp: 45.0% FY: 14.0% White: 63.0% EL: 28.0% RF: 52.0% HM: 16.0% SD: 14.0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.5 Increase effectiveness of TK-2 reading instruction by: • Providing professional development (PD) that includes fluency, phonics, word recognition, phonological awareness, print concepts, and a range of reading/text complexity • Providing a sufficient variety of leveled and culturally relevant texts in English and in students' primary languages aligned with state standards to address readers of all abilities • Explore and pilot strategies to address the summer slide in reading proficiency between kindergarten and grade 1	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $300,000 Supplemental C/O $300,000	Cert Salary/Subs: $33,278 Class Salary: $ Benefits: $6,643 Materials: $13,719 Contracts: $129,161 Supplemental C/O $182,801
1.1.11 Deepen the implementation of standards-aligned English Language Arts (ELA) materials, TK-8. Pilot supplementary materials that scaffold content for students with disabilities to meet standards.	Cert Salary/Subs: $67,444 Class Salary: $ Benefits: $13,063 Materials: $50,000 Contracts: $ Base $80,507 Instructional Materials Funds	Cert Salary/Subs: $24,769 Class Salary: $ Benefits: $4,162 Materials: $9,087 Contracts: $2,275 Base $40,293 Instructional Materials Funds

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.15 Continue to support literacy instruction in the secondary grades, including literacy in the content areas.	$50,000 Cert Salary/Subs: $22,603 Class Salary: $ Benefits: $3,897 Materials: $8,183 Contracts: $6,474	$93,555 Cert Salary/Subs: $18,952 Class Salary: $ Benefits: $3,235 Materials: $1,954 Contracts: $
1.1.20 Support the development of reading and writing of informational text in social science and English classrooms.	Supplemental C/O $41,157 Cert Salary/Subs: $8,367 Class Salary: $ Benefits: $1,612 Materials: $4,715 Contracts: $1,140 Base $3,834 1x money $12,000	Supplemental C/O $24,141 Cert Salary/Subs: $4,304 Class Salary: $76 Benefits: $730 Materials: $723 Contracts: $70 Base $314 Professional Development Supp $5,589
1.1.25 Expand Reading Recovery intervention as a pre-referral (tier 3) action at selected schools for students in primary grades at selected high density schools by including small group instruction along with 1:1 intervention.	Cert Salary/Subs: $94,014 Class Salary: $ Benefits: $39,969 Materials: $ Contracts: $	Cert Salary/Subs: $95,894 Class Salary: $ Benefits: $37,987 Materials: $ Contracts: $
1.1.35 Expand reading interventions shown to be effective as pre-referral (tier 2 and 3) actions across elementary and middle schools.	Title I: Part A $133,983 Cert Salary/Subs: $81,280 Class Salary: $ Benefits: $18,720 Materials: $ Contracts: $75,000	Title I: Part A $133,881 Cert Salary/Subs: $25,893 Class Salary: $ Benefits: $5,955 Materials: $2,638 Contracts: $26,448

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $175,000	Supplemental $60,934

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions, and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Providing students and families with access to digital resources and platforms
- Professional learning focused on developing literacy skills for all students during distance learning

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers participated in professional learning communities and attended professional development to support students in literacy instruction and lesson design using the essential standards.

Identified successes include:

- Professional learning communities emerged around best practices for literacy instruction in distance learning as well as lesson design using essential standards
- School sites engaging in book studies around the science of reading and applying concepts to hybrid learning

Identified challenges include:

- Decreased number of teachers attending professional learning sessions due to the challenges and quality of sessions provided virtually
- Teachers struggled with providing students access to literacy materials
- iReady or text level data do not appear to be reliable in terms of the results as compared to previous years
- Lack of attendance and engagement by teachers in Expository and Writing Courses (ERWC)
- Suspension of California Assessment of Student Performance and Progress (CAASPP) to measure student progress

Actions/Services not implemented due to COVID-19:

- Remaining release days for practitioners to attend professional learning

Actions/Services not implemented for other reasons:

- Expository Reading and Writing Course discontinued due to lack of teacher attendance and engagement

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of K-2 students reading at/above grade level across all student groups with the exception of students with disabilities. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets to increase the percentage of K-2 students reading at/above grade level with the exception of reclassified fluent English learners.
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of all schools and low-income groups reading at/above grade level. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets. The state suspended CAASPP testing in the spring, 2020. The district administered the NWEA Measures of Academic Progress (MAP) Reading Assessment to grades 3-8 however no comparison can be made between these results and the goals for the CAASPP English language arts (ELA) assessment.

Goal 2

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 2: Ensure a high level of mathematics skills for all students through effective prevention, instruction, and early intervention practices.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	IM 1 Completion

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.2a Math: Increase the percent of students at/above grade level on K-2 math assessment (to 85%). **19-20** 10% growth for the district and for all groups. **Baseline** Test will be administered for the first time in 2017-18	This assessment was not given in the Spring of 2020 due to the COVID-19 situation since it required students to be in person for the assessment.
Metric/Indicator 1.2d Math CAASPP: Increase the percent of students at/above grade level (Grades 3-8 and 11) (to 85%). **19-20** Grades 3-5 All: 55.0% AA: 45.0% LI: 51.0% Hisp: 51.0% FY: 40.2% White: 63.0% EL: 41.0% RF: 69.0% HM: 38.7% SD: 41.0% Grades 6-8 All: 54.0% AA: 43.0% LI: 49.0% Hisp: 51.0% FY: 32.9% White: 64.1% EL: 33.9% RF: 55.1% HM: 43.8% SD: 36.9%	The state suspended CAASPP testing for the Spring 2020. The district did administer the NWEA Measures of Academic Progress (MAP) mathematics assessment in the Winter of 2020 in grades 3-8. On the 2019-2020 Winter NWEA MAP mathematics assessment, the percent of students in grades 3-8 who are at/above grade level in math for students is as follows: All: 31.9% AA: 13.1% LI: 18.4% Hisp: 20.9% FY: 4.9% White: 39.3% EL: 5.3% RF: 37.3% HM: 15.4% SD: 9.6% No comparison can be made between these results and the goals for the CAASPP mathematics assessment.

Expected	Actual
Grade 11 All: 51.0% AA: 39.0% LI: 45.2% Hisp: 47.1% FY: 37.1% White: 55.3% EL: 32.0% RF: 44.3% HM: 39.0% SD: 33.1% **Baseline** Grades 3-5 All: 35.0% AA: 15.0% LI: 21.0% Hisp: 21.0% FY: 10.2% White: 43.0% EL: 11.0% RF: 49.0% HM: 8.7% SD: 11.0% Grades 6-8 All:34.0% AA:13.0% LI:19.0% Hisp:21.0% FY:2.9% White:44.1% EL:3.9% RF:35.1% HM:13.8% SD:6.9% Grade 11 All: 31.0% AA: 9.0% LI: 15.2% Hisp: 17.1% FY: 7.1% White: 35.3% EL: 2.0% RF: 24.3% HM: 9.0% SD: 3.1%	
Metric/Indicator 1.2e Integrated Math 1: Increase the percent of grade 9 students who have successfully completed IM 1 (with a C or better) by the end of grade 9 (to 85%). **19-20** All: 73.1% AA: 54.1% LI: 53.8% Hisp: 62.6% FY: 48.0% White: 77.8%	At the end of 2019-2020 school year, the percent of 9th grade students expected to successfully complete Integrated Math 1 (IM 1) with a "C" or better or received "Credit" is as follows: All: 69.4% AA: 50.9% LI: 59.2% Hisp: 59.2% FY: 35.7% White: 75.5% EL: 43.5% RF: 76.5% HM: 37.0% SD: 47.6%

Expected	Actual
EL: 57.1% RF: 79.2% HM: 52.8% SD: 44.0% **Baseline** All: 61.1% AA: 36.1% LI: 46.8 % Hisp: 50.6% FY: 30.0 % White: 65.8% EL: 39.1% RF: 67.2% HM: 34.8% SD: 26.0%	The district overall did not meet the targets for this year. Students with disabilities and low-income student groups did meet their targets. All: All students — AA: African American students LI: Low income students — Hisp: Hispanic/Latino students FY: Foster youth students — White: White students EL: English learner students — RF: Reclassified fluent EL students HM: Homeless students — SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2.5 Expand and refine implementation of standards-aligned mathematics curriculum (TK-12) with appropriate professional learning support and collaborate with sites around how to support parents. Continue 3-year pilot of SWUN math at 4 elementary schools and study effectiveness.	Cert Salary/Subs: $302,570 Class Salary: $8,400 Benefits: $61,974 Materials: $691,375 Contracts: $135,681 Supplemental C/O $250,000 1x money $650,000	Cert Salary/Subs: $85,818 Class Salary: $406 Benefits: $17,370 Materials: $21,704 Contracts: $219,954 Supplemental C/O $228,972 Professional Development Supp $116,280
1.2.25 Expand grade level math interventions (tier 2) at middle schools to reduce barriers for struggling students as they prepare for increased high school graduation requirements.	Cert Salary/Subs: $380,625 Class Salary: $ Benefits: $176,856 Materials: $ Contracts: $ Base $121,553	Cert Salary/Subs: $376,105 Class Salary: $ Benefits: $146,689 Materials: $ Contracts: $ Base $144,023

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2.30 Pilot and evaluate different support models that create a tiered instructional system for 9th grade IM 1 in order to reduce barriers to students meeting new graduation requirements. Models may include scheduled support classes, intensive math workshop, supplemental math support, etc.	Supplemental $435,928 Cert Salary/Subs: $664,030 Class Salary: $ Benefits: $316,221 Materials: $ Contracts: $ Base $343,211 Supplemental $637,040	Supplemental $378,771 Cert Salary/Subs: $652,689 Class Salary: $ Benefits: $275,798 Materials: $ Contracts: $ Base $342,275 Supplemental $586,212
1.2.35 Pilot/implement math interventions shown to be effective as pre-referral (tier 2 and 3) actions across elementary and middle schools. Pilot short, high interest intersessions focused on key skills for elementary students at high need sites (sites TBD).	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $348,000 Supplemental $160,000 Title I: Part A $188,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $86 Contracts: $335,779 Supplemental $110,047 Title I: Part A $225,818
1.2.40 Expand elementary, middle and high school Math Camp summer programs focused on students who are close to meeting standards and can benefit from a short pre-learning experience.	Cert Salary/Subs: $43,667 Class Salary: $ Benefits: $10,055 Materials: $45,723 Contracts: $ Base $59,445 Supplemental C/O $40,000	Cert Salary/Subs: $73,636 Class Salary: $ Benefits: $16,930 Materials: $4,376 Contracts: $5,612 Base $59,445 Supplemental C/O $41,109
1.2.45 Increase math intervention and acceleration during the school day for middle grade students attending TK-8 sites. Provide support for teachers to implement new models of support.	Cert Salary/Subs: $107,518 Class Salary: $ Benefits: $44,128 Materials: $	Cert Salary/Subs: $93,264 Class Salary: $ Benefits: $23,368 Materials: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracts: $ Supplemental C/O $151,646	Contracts: $ Supplemental C/O $116,632
1.2.50 Provide remote tutoring option for IM 1 to students enrolled in a support class, English learners (EL) and other struggling students.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $25,000 Supplemental C/O $25,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $25,000 Supplemental C/O $25,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions, and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- iReady math intervention program was expanded to include all students in grades K-8 due to COVID-19

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Students who received targeted intervention math services benefited from increased time with teachers
- Creation of asynchronous learning modules for teachers allowing more teachers to participate in Professional Development at their own pace; these modules will carry forward to future trainings
- Access for middle school students to iReady math diagnostics and lessons for math interventions
- Modifications to math interventions for distance learning resulted in 51% of enrolled students actively engaged in the personalized learning mathematics part of the program
- Facilitation of after-school professional learning sessions for TK-12 practitioners including best practices to engage students in distance learning, lesson design including Universal Design for Learning (UDL), formative assessment practices, use of manipulatives and digital resources of adopted curriculum
- Integration of more students at school sites in IM 1 courses by reducing class size and providing more structured supplemental materials

- Implementation of Summer Math Institute focused on best practices for engagement and math instruction in Distance learning

Identified challenges include:

- Access to students outside of CORE instruction via distance learning to students who needed the most support
- Decreased number of K-8 students (85% actual verse 95% goal) taking at least one diagnostic mathematics iReady assessment this year due to the remote administration of the assessment
- Inconsistent usage and a lack of effectiveness necessitating evaluation for remote IM1 tutoring
- Decreased teacher professional learning participation, especially at the secondary level, due to COVID-19 and teacher uncertainty to invest additional time in a learning model with unknown sustainment
- Suspension of California Assessment of Student Performance and Progress (CAASPP) to measure student progress

Actions/Services not implemented due to COVID-19:

- Summer Math Camp
- SWUN Math 3rd-year pilot program
- Tier 2 middle school math intervention sections decreased from 3 to 1 due to the pandemic and budget decrease

Actions/Services not implemented for other reasons:

- Tier 2 middle school math intervention sections decreased from 3 to 1 due to pandemic and budget decrease

Overall effectiveness:
K-2 math assessments were not given in spring 2020 due to the pandemic since it required students to be in person for the assessment. The state suspended CAASPP testing for math for grades 3-8 and 11. The district administered the NWEA Measures of Academic Progress (MAP) mathematics assessment in winter, 2020, for grades 3-8 but no comparison can be made between these results and the goals for the CAASPP. When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of 9th grade students who have completed IM 1 with a “C” grade or better. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets for 9th grade students who have completed IM 1 with a “C” grade or better except for its low-income students and students with disabilities.

Goal 3

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 3: Ensure the timely development of English language proficiency among English learners.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	English Language Development (ELD) walkthroughs

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.3.a ELD: Increase percent of English learner's growing 1+ level. **19-20** Use 2 years of ELPAC results to set new baseline and targets **Baseline** 49.2% (from CELDT)	On the 2018-19 summative English Language Proficiency Assessments for California (ELPAC) assessment, 51.9% of English learners increased one English Learner Progress Indicator (ELPI) level. The state did not calculate the percent of English learner students who increased one ELPI level for the 2019-2020 school year.
Metric/Indicator 1.3.b Increase rate of students scoring fluent on the English development assessment. **19-20** EL Students <5 Years: 23.9% EL Students 5 or more Years: 22.3% **Baseline** EL Students <5 Years: 18.9% (from ELPAC) EL Students 5+ Years:17.3% (from ELPAC)	Due to the COVID-19 pandemic, the district was only able to assess 61% of our English learners on the summative ELPAC. Of the students tested, 6.3% of the students scored fluent on the English development assessment. The district did not meet the target for the year.
Metric/Indicator 1.3.c EL Reclassification: Increase percent of Els and LTELs who are reclassified.	During the 2019-20 school year, the district reclassified 3.7% of all English learner students and reclassified 1.4% of all Long-term English leaner students. The district did not meet the target for this year.

Expected	Actual
Baseline All EL Students: 14.8% LTEL Students: 25.5%	
Metric/Indicator 1.3.d ELD: Conduct walk throughs of ELD classes at all schools. **19-20** All Schools: 100% **Baseline** Baseline from 2016-2017 All Schools: 96%	As of mid-March, the district has conducted walk-throughs in the English language development (ELD) classes at 84% of the schools in the district. The district did not meet the target for this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3.5 Ensure all English learners (EL) are receiving designated and integrated English language development (ELD) teachers: • Professional learning and support for administrators to support and strengthen ELD • Use best practices research to strengthen designated and integrated ELD instruction	Cert Salary/Subs: $4,318,927 Class Salary: $ Benefits: $1,970,134 Materials: $434 Contracts: $4,500 Supplemental $6,293,995	Cert Salary/Subs: $4,617,234 Class Salary: $ Benefits: $1,846,721 Materials: $22 Contracts: $588 Supplemental $6,464,565
1.3.10 Provide Bilingual Instructional Assistants (BIA) to support English learners in classrooms, including providing appropriate training, and expand assistants' direct services to students based on identified need and student enrollment trends.	Cert Salary/Subs: $ Class Salary: $949,807 Benefits: $800,204 Materials: $ Contracts: $ Supplemental $1,750,011	Cert Salary/Subs: $ Class Salary: $892,707 Benefits: $697,086 Materials: $ Contracts: $ Supplemental $1,589,793
1.3.15 Continuing training and support for teachers/staff on Guided Language Acquisition Design (GLAD) and providing follow-up throughout the year.	Cert Salary/Subs: $44,850 Class Salary: $ Benefits: $9,443	Cert Salary/Subs: $20,452 Class Salary: $ Benefits: $3,885

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials: $25,105 Contracts: $16,000 Supplemental $95,398	Materials: $15,606 Contracts: $12,359 Supplemental $52,302
1.3.20 Continuing professional learning for teachers, administrators, instructional-based classified staff, and extended day staff on the English language arts/English language development (ELA/ELD) framework, ELD standards, and effective instructional strategies that support language acquisition.	Cert Salary/Subs: $76,756 Class Salary: $ Benefits: $15,801 Materials: $35,000 Contracts: $35,000 Supplemental $162,557	Cert Salary/Subs: $17,192 Class Salary: $3,653 Benefits: $11,919 Materials: $10,985 Contracts: $3,049 Supplemental $34,879
1.3.25 Central support for implementation of English language development (ELD) standards (in conjunction with English language arts) and development of high-quality instructional materials: • Onsite professional support to K-12 teachers around designated and integrated ELD using teachers on special assignments (TOSAs) • Support for administrators in understanding and supporting designated and integrated ELD at the site	Cert Salary/Subs: $828,635 Class Salary: $126,849 Benefits: $361,205 Materials: $35,816 Contracts: $8,672 Supplemental $1,233,596 Title III: English Learner $127,581	Cert Salary/Subs: $1,044,010 Class Salary: $136,224 Benefits: $415,106 Materials: $5,983 Contracts: $5,108 Supplemental $1,465,199 Title III: English Learner $141,232
1.3.35 Provide additional support to Long-term English learners (LTEL) around goal setting, academic planning, and college-career readiness, including working with parents.	Cert Salary/Subs: $82,513 Class Salary: $ Benefits: $20,670 Materials: $ Contracts: $1,000 Supplemental $104,183	Cert Salary/Subs: $84,211 Class Salary: $ Benefits: $20,702 Materials: $ Contracts: $116 Supplemental $105,029

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3.40 Ensure supplemental materials are available to address the instructional needs of students in designated English language development (ELD) classes.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $50,000 Contracts: $ Supplemental $50,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $32.491 Contracts: $ Supplemental $32,491

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Increased teachers on special assignment (TOSA) hours for additional support for English language development (ELD) teachers and classrooms

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Bilingual Instructional Assistants (BIAs) were critical in providing a link between home and school during distance learning
- Teachers from 40+ sites and support departments received training on the implementation of English language development (ELD) standards in conjunction with English language arts (ELA) to ensure all English learners receive designated and integrated English language development teachers
- Teachers on special assignments (TOSAs) supported Google classrooms and created resources for distance learning
- Purchase of supplemental materials to address instructional needs of students in designated English language development classes

Identified challenges include:

- Incomplete English learner testing on the English Learner Proficiency Assessments for California (ELPAC) due to COVID-19
- Access to District Initiated Absences early in the year
- English learner professional learning was minimal once remote learning began due to the greater need to focus on technology and learning support in managing a Google classroom, helping students attend remote classes, keeping families connected, providing materials and resources to teachers and maintaining connectedness to the professional learning community

- Decreased Long-term English learners (LTELs) participation in the virtual summer academy (50% capacity) due to the virtual platform format
- Unclear system to record teacher attendance for online distance learning training and support

Overall effectiveness:
For the 2019-2020 school year, the state did not calculate the percent of English learner students who increased 1 English Learner Progress Indicator (ELPI) level. On the 2018-2019 summative English Learner Proficiency Assessments for California (ELPAC), 54.9% of English learners increased one ELPI level.
For the 2019-2020 school year, due to COVID-19, the district was only able to assess 61% of English learners on the summative ELPAC. Of these students tested, 6.5% scored fluent on the English development assessment; the district did not meet its intended targets this year.
For the 2019-2020 school year, 3.7% of English learners were reclassified and did not meet its baseline target of 14.8% established in the 2018-2019 school year, nor did it meet its intended target of 26.8% for the 2019-2020 school year.

Goal 4

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 4: Ensure evidence-based, high-quality services and supports for foster youth.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Enrollment time, records completion, educational advisement

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.4.a Basic Services: Maintain a 2-day average for enrollment and scheduling of foster youth. **19-20** Maintain average 2.0 days or less **Baseline** Average 1.6 days	As of March 1, 2020, the average time for enrollment of foster youth students is 2 days. The district met the goal for the year.
Metric/Indicator 1.4.b Basic Services: Reduce average days to complete academic history of foster youth (Goal of 2-day average). **19-20** Average of 2.0 days or less **Baseline** Average 2.48 days	As of March 1, 2020, the average time for updating records of foster youth, including transcripts is 2 days. The district met the goal for the year.
Metric/Indicator 1.4.c Advisement: Increase percent of secondary foster youth students enrolled for 9 weeks or more receiving educational advisement (to 80%). **19-20** 190 students **Baseline** 2016-2017 Baseline: 165 students	As of March 1, 2020, 144 secondary foster youth students who have been enrolled for 9 weeks or more have received educational advisement. The district did not meet the goal for this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4.5 Provide sufficient staff and resources to: • Maintain rapid enrollment, credit review, and 90% of Foster Youth (FY) receiving education advisement • Increase staff to ensure regular and timely tutoring support and credit recovery, ensuring a higher graduation rate of FY • Increase staff to aid in credit review, AB167 eligibility, and social-emotional supports needed by FY • Maintain collaboration with key staff in local agencies that provide FY with care and services, in addition to local community colleges, Regional Occupational Programs (ROP), and/or other College Technical Education (CTE) providers.	Cert Salary/Subs: $429,293 Class Salary: $249,814 Benefits: $320,717 Materials: $87,680 Contracts: $20,013 Supplemental $755,684 Title I: Part A $351,833	Cert Salary/Subs: $481,676 Class Salary: $260,502 Benefits: $331,108 Materials: $10,955 Contracts: $20,995 Indirects: $ Supplemental $700,984 Title I: Part A $404,252
1.4.15 Improve collaboration with key staff in local agencies and other entities providing care and services to Foster Youth (FY) within the Local Education Agency (LEA), as well as local community colleges, Regional Occupational Programs (ROP), and/or other College Technical Education (CTE) providers, to facilitate high school age FY participation in CTE programs.	Cert Salary/Subs: $76,770 Class Salary: $1,122 Benefits: $18,520 Materials: $ Contracts: $8,700 Indirects: $3,587 Supplemental $8,652 Independent Living Program $99,999	Cert Salary/Subs: $77,683 Class Salary: $ Benefits: $18,729 Materials: $ Contracts: $ Indirects: $12,239 Supplemental $8,652 Independent Living Program $99,999
1.4.20 Improve collaboration with key staff within the Local Education Agency (LEA) by: • Work closely with the Attendance Improvement Program (AIP) staff to support chronic absenteeism of Foster Youth (FY), which is currently 32% • Collaborate with staff of the McKinney-Vento (MKV) families in transition program to ensure additional support as many FY alternate between MKV and FY • Collaborate with alternative education programs within SJUSD that can support transition to the larger comprehensive high school	Cert Salary/Subs: $86,341 Class Salary: $ Benefits: $36,070 Materials: $ Contracts: $ Supplemental $122,411	Cert Salary/Subs: $88,068 Class Salary: $ Benefits: $43,560 Materials: $ Contracts: $ Supplemental $131,628

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Annual college tours (career technical programs), college application workshops, FAFSA and Chafee Grant applications instruction, and scholarship information provision were supported and provided by Foster Youth Services
- Social Emotional support was provided to 452 students in TK-12th grade
- Academic support, particularly with transitions from alternative programs to larger comprehensive sites, provided by foster youth counselors in conjunction with teachers and school community workers
- Goal achievement met to enroll foster youth in school within 2 days and to update foster youth records and transcripts within 2 days
- 112 foster youth received tutoring services and 21 received credit recovery support

Identified challenges include:

- Foster youth chronic absenteeism rate increased slightly in 2019-2020

Overall effectiveness:
When comparing our baseline data to our 2019-2020 data, support for foster youth continues to meet its intended targets of 2 days for rapid enrollment and scheduling. When comparing our baseline data to our 2019-2020 actual data, the district did not meet its intended targets for the number of foster youth enrolled for 9 weeks or more receiving academic advisement. When comparing the 2019-2020 actual data to 2018-2019 actual data, the number of foster youth enrolled for 9 weeks or more receiving academic advisement decreased slightly. Foster youth chronic absenteeism rate increased slightly in 2019-2020, potentially due to the pandemic.

Goal 5

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 5: Increase the rate of all students meeting rigorous graduation requirements.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	TK-6 grades

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.5.a Access (Elementary): Maintain 95% or more of elementary students receiving a full course of study. **19-20** Maintain 95% **Baseline** 95% or higher districtwide and for all groups.	The percent of students receiving a full course of study is as follows: All: 90.1% LI: 86.8% FY: 84.5% EL: 79.5% HM: 84.5% AA: 84.8% Hisp: 89.3% White: 93.1% RF: 91.9% SD: 81.6% The district overall or all of the groups are not meeting the 95% target for this year.
Metric/Indicator 1.5.b Access (Secondary): Maintain 95% or more students' enrollment in the core subject areas in grades 6-8. **19-20** Maintain 95% **Baseline** Enrollment: Middle School ELA: 99.8% Mathematics: 99.6% Science: 98.2% Social Studies: 96.6%	The district met the 95% enrollment in the core student areas in grades 6-8. ELA: 99.4% Mathematics: 99.9% Science: 98.8% Social Studies: 98.0%
Metric/Indicator 1.5.c Access (Secondary): Maintain the percent of students enrolled based on the graduation requirements in grades 9-12.	The district met all of the targets for this year based on graduation requirements in grades 9-12 except for social studies. ELA: 98.8% Mathematics: 88.8% Science: 80.0%

Expected	Actual
19-20 Goals: Based on graduation requirements ELA: 95% Mathematics: 50% Science: 50% Social Studies: 87.5% Foreign Language: 12.5% VAPA: 25% PE: 50% **Baseline** Enrollment Grades 9-12 ELA: 97.2% Mathematics: 86.9% Science: 76.5% Social Studies: 74.1% Foreign Language: 47.1% VAPA: 50.6% PE: 56.1% **Metric/Indicator** 1.5.e Graduation Rates: Increase 4-year cohort graduation rates (to 90.0%). **19-20** All: 90.0% AA: 87.4% LI: 90.0% Hisp: 87.5% FY: 70.1 % White: 90.0% EL: 81.0% RF: NA HM: NA SD: 80.6% **Baseline** All: 86.5% AA: 75.4% LI: 80.5% Hisp: 75.5% FY: 58.1% White: 87.6% EL: 69.0% RF: NA HM: NA SD: 68.6%	Social Studies: 81.0% Foreign Language:56.1% VAPA: 46.2% PE: 62.1% The four-year cohort graduation rates for 2019-2020 grade 12 students was: All: 87.8% LI: 82.3% FY: 51.9% EL: 77.1% HM: 69.3% AA: 78.0% Hisp: 85.9% White: 89.1% RF: NA SD: 67.5% The district overall did not meet the target for the year. English learners, students with disabilities, and homeless students did increase their cohort graduation rates but the groups did not meet their targets for the year.

Expected	Actual
Metric/Indicator 1.5.f Dropout Rates: Decrease high school dropout rates for all students (to less than 3%). **19-20** All: 3.1% AA: 7.4% LI: 6.4 % Hisp: 7.9% FY: 16.3% White: 3.0% EL: 10.6% RF: NA HM: NA SD: 6.7% **Baseline** All: 7.1% AA: 11.4% LI: 10.4 % Hisp: 14.9% FY: 23.3% White: 6.4% EL: 17.6% RF: NA HM: NA SD: 13.7%	The four-year cohort drop rates for 2019-20 grade 12 students was: All: 4.8% LI: 7.0% FY: 29.6% EL: 7.6% HM: 12.0% AA: 9.0% Hisp: 4.6% White: 4.8% RF: NA SD: 7.5% Although the district and all groups improved this year, the district overall did not meet the target this year and the only groups that met their targets are Hispanic students and English learners.
Metric/Indicator 1.5.g Engagement: Maintain dropout numbers of middle school students to fewer than 20 overall. **19-20** Maintain <20 students **Baseline** All: 18 students **Metric/Indicator** 1.5.h Student Performance (Elementary): Decrease the percentage of TK-6 students receiving a '1' in ELA or math as measured on the report card. **19-20** All: 16.9% AA: 26.9% LI: 23.9% Hisp: 20.7% FY: 24.8% White: 12.0% EL: 34.9% RF: 1.2% HM: 30.5% SD: 46.8% **Baseline** All: 20.9% AA: 32.9%	For the 2019-2020 school year the district had 20 middle school drop outs. The district did not meet the target of less than 20 students. At the end of the second trimester, the percent of students in grades TK-6 receiving one or more "1" in ELA or mathematics on their trimester 2 report card is as follows: All: 22.9% LI: 31.9% FY: 36.3% EL: 45.7% HM: 38.8% AA: 31.4% Hisp: 26.7% White: 17.4% RF: 7.8% SD: 20.2% The district overall or all of the groups, except students with disabilities, did not meet their targets for the year.

Expected	Actual
LI: 29.9 % Hisp: 26.7% FY: 30.8% White:16.0% EL: 40.9% RF: 5.2% HM: 36.5% SD: 52.8%	
Metric/Indicator 1.5.i Student Performance (Middle School): Decrease the percentage of students receiving 25% or more D/F's as measured on the report card. **19-20** All: 18.1% AA: 29.5% LI: 24.5 % Hisp: 23.0% FY: 40.3% White: 14.3% EL: 26.0% RF: 13.7% HM: 32.9% SD: 24.7% **Baseline** All: 26.1% AA: 41.5% LI: 36.5 % Hisp: 35.0% FY: 52.3% White: 22.3% EL: 38.0% RF: 21.7% HM: 44.9% SD: 32.7%	At the end of the first semester, the percent of students in middle school receiving 25% or more D/F's on their quarter 2 report card is as follows: All: 28.4% LI: 40.4% FY: 47.2% EL: 48.5% HM: 58.9% AA: 47.6% Hisp: 37.3% White: 22.6% RF: 20.6% SD: 41.0% The district overall or all of the groups did not meet their targets for the year.
Metric/Indicator 1.5.j Student Performance (High School): Decrease the percentage of students receiving 25% or more D/F's as measured on the report card. **19-20** All: 16.2% AA: 30.7% LI: 23.4% Hisp: 24.9% FY: 31.0% White: 12.7% EL: 24.6% RF: 17.2% HM: 34.4% SD: 22.7% **Baseline** All: 24.2% AA: 42.7% LI: 35.4% Hisp: 32.9% FY: 43.0% White: 20.7%	At the end of the first semester, the percent of students in high school receiving 25% or more D/F's on their semester 1 report card is as follows: All: 29.3% LI: 40.5% FY: 52.5% EL: 50.3% HM: 54.5% AA: 44.7% Hisp: 38.3% White: 25.0% RF: 27.0% SD: 42.9% The district overall or all of the groups did not meet their targets for this year.

Expected	Actual
EL: 36.6% RF: 25.2% HM: 46.4% SD: 34.7%	All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5.5 Expand implementation of a coordinated system of highly effective academic interventions for students delivered to targeted students at middle and high density elementary, TK-8 and middle schools through regional support centers Multi-Tiered System of Supports (MTSS).	Cert Salary/Subs: $971,408 Class Salary: $ Benefits: $430,249 Materials: $ Contracts: $15,900 Supplemental $1,417,557	Cert Salary/Subs: $1,038,538 Class Salary: $ Benefits: $444,215 Materials: $ Contracts: $ Supplemental $1,482,753
Prepare for new increased graduation requirements (A-G default) for all students (in 2019-20) by: • 1.5.10 Implementing the Comprehensive School Counseling Program as a guide to ensure that all students receive equitable counseling support in order to progress toward graduating high school, college-career ready. Provide additional training and support to improve services for targeted students (including English learner high school students, undocumented and mixed status families, and students with disabilities). Plan and annually review benchmark activities K-12, create and revise College-Career Readiness Plan tracked in Naviance for every student beginning in 6th grade and ensure ongoing training for counselors.	Cert Salary/Subs: $93,484 Class Salary: $ Benefits: $44,429 Materials: $ Contracts: $ 1.5.12 No additional cost Base $137,913	Cert Salary/Subs: $95,354 Class Salary: $ Benefits: $45,244 Materials: $ Contracts: $ Base $140,598

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• 1.5.12 (a) Communicating with parents, students and staff, (b) providing training and experience with Naviance and (c) ensuring annual counseling support for all high school students. This will be in conjunction with college-career counselor in 1.6.35.		
1.5.15 Expand/refine embedded credit recovery and acceleration opportunities to all 9 high schools through a blended learning model in order to decrease student attrition.	Cert Salary/Subs: $431,687 Class Salary: $ Benefits: $191,902 Materials: $ Contracts: $121,792 Supplemental $745,381	Cert Salary/Subs: $357,405 Class Salary: $ Benefits: $163,751 Materials: $ Contracts: $121,792 Supplemental $642,948
1.5.20 Academy programs at Encina and San Juan High Schools closed.		
1.5.25 Expand students served through continuation model by opening a second location on Encina High School campus. Integrate former academy students (1.5.20) into one of the 2 campuses or back into comprehensive high schools as needed to best support student plans.	Cert Salary/Subs: $765,961 Class Salary: $239,237 Benefits: $462,279 Materials: $23,270 Contracts: $68,498 Base $529,044 Supplemental $815,833 Supplemental C/O $214,368	Cert Salary/Subs: $707,628 Class Salary: $137,021 Benefits: $330,347 Materials: $6,650 Contracts: $57,216 Base $421,370 Supplemental $554,706 Supplemental C/O $262,786
1.5.30 Expand availability of academic supports before, during and after school to support all students through the use of state grant funds.	Cert Salary/Subs: $121,921 Class Salary: $ Benefits: $28,079 Materials: $100,000 Contracts: $	Cert Salary/Subs: $141,411 Class Salary: $3,259 Benefits: $32,267 Materials: $490,662 Contracts: $248,321 Indirects: $27,814

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $150,000 Low Performing Student Block Grant $100,000	Supplemental $79,251 Low Performing Student Block Grant $864,483
1.5.40 Provide services to the infants/toddlers of pregnant and parenting high school students to ensure students remain enrolled in high school and receive parenting education.	Cert Salary/Subs: $227,376 Class Salary: $13,500 Benefits: $130,714 Materials: $ Contracts: $ Supplemental $371,590	Cert Salary/Subs: $250,239 Class Salary: $ Benefits: $132,815 Materials: $ Contracts: $ Supplemental $383,054
1.5.45 Continue prior counseling allocations and adjust as needed to meet needs of targeted populations. Expand and refine summer learning for low income (LI) and English learners (EL) through: • 1.5.50 Summer school program for Title I elementary students focused on literacy, science, and technology (was 1.1.30). • 1.5.52 Summer school program for immigrant/refugee and EL focused on building listening and speaking skills of K-8 students (was 1.3.30).	Cert Salary/Subs: $1,543,965 Class Salary: $ Benefits: $708,074 Materials: $ Contracts: $ Supplemental $1,589,150 Title I: Part A $662,889 Cert Salary/Subs: $175,544 Class Salary: $6,327 Benefits: $41,239 Materials: $19,284 Contracts: $187,352 Supplemental $106,358 Title I: Part A $323,388	Cert Salary/Subs: $1,459,458 Class Salary: $ Benefits: $597,371 Materials: $ Contracts: $ Supplemental $1,515,141 Title I: Part A $541,688 Cert Salary/Subs: $88,607 Class Salary: $25,374 Benefits: $24,041 Materials: $110,630 Contracts: $10,480 Title I: Part A $259,132

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5.55 Ensure learning continues through the summer in high-interest, relevant educational and engaging summer learning opportunities (was 1.7.25).	Cert Salary/Subs: $55,000 Class Salary: $25,240 Benefits: $21,543 Materials: $18,474 Contracts: $40,000 Supplemental $160,257	
1.5.60 Expand support for early learners and transition to kindergarten to be ongoing throughout the year. Focus on students with no pre-school experience.	Cert Salary/Subs: $139,554 Class Salary: $ Benefits: $50,544 Materials: $13,485 Contracts: $ Supplemental $75,000 Title IV $128,583	Cert Salary/Subs: $124,589 Class Salary: $ Benefits: $46,198 Materials: $1,636 Contracts: $ Supplemental $45,788 Title IV $126,635
1.5.65 Provide instructional assistants in Kindergarten classrooms at Title 1 schools in order to increase the adult-student instructional time for high need students.	Cert Salary/Subs: $ Class Salary: $635,388 Benefits: $517,329 Materials: $ Contracts: $ Title I: Part A $1,152,717	Cert Salary/Subs: $ Class Salary: $578,841 Benefits: $472,167 Materials: $ Contracts: $ Title I: Part A $1,051,008
1.5.70 Pilot a process for articulation from preschool in order to strengthen the transition of low-income (LI) and students with disabilities into kindergarten.	Cert Salary/Subs: $19,927 Class Salary: $ Benefits: $4,590 Materials: $ Contracts: $ Supplemental C/O $24,517	Cert Salary/Subs: $3,346 Class Salary: $25 Benefits: $776 Materials: $6,872 Contracts: $(18) Supplemental C/O $11,001

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5.75 Support general and special education teams through professional learning and collaboration time in order to increase support for students with disabilities in full inclusion programs; examine and refine district policies and practices related to inclusion programs.	Cert Salary/Subs: $15,296 Class Salary: $15,000 Benefits: $4,612 Materials: $3,520 Contracts: $17,572 Supplemental C/O $56,000	Cert Salary/Subs: $ Class Salary: $ Materials: $ Contracts: $

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Purchase of an online calendar platform that allow students to make online appointments to meet with counselors
- Purchase of a district license for unlimited access to Apex for all school sites, including middle and K-8 grades
- Purchase of literacy kits for English learners and low-income Pre-K and elementary students for distance learning

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Naviance professional development training provided via Zoom for counselors at school sites in K-8, middle school, and high schools to enable students to enter high school with 4-year plans and to navigate college/career curriculum
- Naviance training provided to the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Ambassadors, and American Indian Education PAC (AIEP) to improve services for targeted students
- Credit recovery at all 9 comprehensive high schools with at least 2 periods funded from additional staffing through the district entitlement during the school day and outside
- Increased number of students served in the continuation model by opening a second location on the Encina High School campus; staff housed at both campuses collaborated on best practices and future plans for this model
- Ability of academic intervention team to pivot to an online intervention model in order to support students
- A total of 38 school sites were served with more than 778 students receiving targeted intervention support. 594 students received English language arts (ELA) intervention with 93% making one year of growth or more. 184 students received Math intervention with 64% making one year of growth or more
- Camp Invention summer school for low-income and English learner elementary students was modified for distance learning

resulting in funds being used to send literacy kits to 800 Title 1 and English learner students
- A cohort of preschool, transitional kindergarten, and kindergarten teachers collaborated on a pilot program to strengthen the transition of low-income students and students with disabilities from preschool to kindergarten resulting in the development of a first-year plan using best practices, increased teacher communications, preschool students' participation in kindergarten activities, and increased family involvement
- A new student code was created to allow students to remain as students at their home comprehensive school while still being able to be an alternative education student

Identified challenges include:
- Credit recovery assessments as teachers had to create ways to monitor students taking formative and summative assessments
- Due to the nature of the virtual instruction at the comprehensive high school campuses, many students who were enrolled at comprehensive high schools transferred to one of the alternative education schools. Teachers from comprehensive schools were temporarily transferred to help with the influx of new students.
- Academic intervention team was reduced down to 8 due to attrition and a hiring freeze. This resulted in reducing intervention to middle schools and instead focusing on 30 K-6 and K-8 schools
- Academic intervention team scheduling around synchronous learning and students having to log in during intervention times
- The Newcomer six-week summer school program was originally planned for in-person instruction for 500 students. Due to the pandemic, the program was adapted to an online program for a decreased number of targeted students. 218 students were enrolled with a 75% completion rate
- Lack of technology for students and families to participate in Early Childhood Education distance learning programs until Chromebook/tablets could be purchased and distributed
- Decreased attendance and interest in before and after-school academic interventions due to distance learning virtual platform
- Camp Kinder and Camp Invention in-person summer school programs cancelled
- Decreased general education and special education professional learning and collaboration opportunities due to COVID-19 to support students with disabilities in full inclusion programs

Actions/Services not implemented due to COVID-19:
- Camp Kinder and Camp Invention in-person summer school programs

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show a 4.9% decrease in the percentage of elementary students receiving a full course of study. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended target to maintain 95% or more of elementary students receiving a full course of study.

When comparing our baseline data to our 2019-2020 actual data, results show the district maintained 95% or more of students in grades 6-8 enrolled in core subject areas (English language arts, mathematics, science, and social studies). When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target to maintain 95% or more of students in grades 6-8 enrolled in core subject areas (English language arts, mathematics, science, and social studies).

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of secondary students enrolled based on graduation requirements in all areas except social studies. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended targets for secondary students enrolled based on graduation requirements in all areas except social studies.

When comparing our 2019-2020 baseline data to our 2019-2020 actual data, results show an increase of 1.3% in 4-year cohort graduation rates for students in grade 12, with African American, white, Hispanic, English learners, and low-income students showing increases over the baseline targets. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and its student groups did not meet their intended targets this year.

When comparing our 2019-2020 baseline data to our 2019-2020 actual data, results show a decrease in high school dropout rates by 2.3% with all students decreasing their dropout rates with the exception of foster youth. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district showed overall improvement, but did not meet its target of decreased high school dropout rates with the exception of Hispanic and English learner students.

When comparing our 2019-2020 baseline data to our 2019-2020 actual data, results show an increase of 2 middle school students who dropped out of school. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district had 20 middle school students drop out of school and did not meet its intended target to maintain the number of middle school dropouts to fewer than 20.

When comparing our baseline data to our 2019-2020 actual data, results show an overall decrease in the percentage of elementary students receiving a “1” in English language arts or math as measured on report cards. When comparing our 2019-2020 targets to our 2019-2020 actual data, results show the district overall and for all of the groups did not meet their targets for the year.

When comparing our baseline data to our 2019-2020 actual data, the district overall and all high school student groups, did not show a decrease in the percentage of middle school students receiving 25% or more D/F’s on report cards. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district and all high school student groups did not meet their intended targets to decrease the percentage of high school students receiving 25% or more D/F’s on report cards.

Goal 6

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 6: Increase the rate of students graduating college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Transition to college programs enrollment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.6.b Access: Increase percent of grade 11 and 12 students taking one or more IB/AP courses. **19-20** All: 40.5% AA: 26.2% LI: 26.8% Hisp: 30.2% FY: 15.5% White: 43.1% EL: 12.2% RF: 42.1% HM: 20.7% SD: 12.5% **Baseline** All: 30.5% AA: 16.2% LI: 16.8% Hisp: 20.2% FY: 5.5% White: 33.1% EL: 2.2% RF: 32.1% HM: 10.7% SD: 2.5%	For the 2019-2020 school year, the percent of grade 11 and 12 students enrolled in one or more International Baccalaureate (IB) or Advanced Placement (AP) courses is as follows: All: 46.3% LI: 35.8% FY: 12.1% EL: 12.9% HM: 25.2% AA: 36.7% Hisp: 42.1% White: 46.9% RF: 52.6% SD: 8.5% The district overall met their target and all groups met their targets except for foster youth students and students with disabilities.
Metric/Indicator 1.6.c College Readiness: Increase the rate of seniors college ready/conditionally in English language arts and mathematics as measured by the Smarter Balanced (EAP) assessment. **19-20** ELA:	For English language arts, the percent of seniors in 2019-20 who are college ready/conditionally ready as measured on the EAP assessment is as follows: All: 53.5% LI: 33.4% FY: 17.6% EL: 1.3% HM: 29.4% AA: 33.1% Hisp: 43.4% White: 57.8% RF: 50.5% SD: 12.6% The district overall and none of the groups met their targets for this year.

Expected	Actual
All: 63.2% AA: 45.4% LI: 48.1% Hisp: 49.7% FY: 44.5% White: 67.1 % EL: 21.0% RF: 53.1% HM: 36.0% SD: 26.9% Mathematics: All: 38.5% AA: 25.2% LI: 25.6% Hisp: 26.1% FY: 24.0% White: 40.5% EL: 20.4% RF: 35.0% HM: 24.2 % SD: 20.3% **Baseline** ELA: All: 51.2% AA: 27.4% LI: 36.1% Hisp: 37.7% FY: 26.5% White: 55.1% EL: 3.0% RF: 43.1% HM: 18.0% SD: 8.9% Mathematics: All: 26.5% AA: 7.2% LI: 13.6% Hisp: 14.1% FY: 6.0% White: 28.5% EL: 2.4% RF: 23.0% HM: 6.2 % SD: 2.3% **Metric/Indicator** 1.6.d College Readiness: Increase number of seniors with a college-ready qualifying score on AP exams. **19-20** All: 31.9% AA: 24.7% LI: 27.1% Hisp: 28.9% FY: 18.0% White: 34.1% EL: 18.0% RF: 31.0% HM: 21.2% SD: 18.3%	For mathematics, the percent of seniors in 2019-20 who are college ready/conditionally ready as measured on the EAP assessment is as follows: All: 31.7% LI: 14.5% FY: 0.0% EL: 3.5% HM: 5.6% AA: 8.8% Hisp: 18.4% White: 36.5% RF: 26.9% SD: 5.8% The district overall and none of the groups met their targets for the year. The percent of 2019-20 seniors who received a college ready qualifying score on an AP test at any time during their high school years is as follows: All: 21.1% LI: 8.9% FY: 0.0% EL: 1.3% HM: 3.2% AA: 5.5% Hisp: 13.3% White: 24.4% RF: 16.8% SD: 1.1% The district overall and none of the groups met their targets for the year.

Expected	Actual
Baseline All: 19.9% AA: 6.7% LI: 9.1% Hisp: 10.9% FY: 0.0% White: 22.1% EL: 0.0% RF: 18.0% HM: 3.2% SD: 0.3%	
Metric/Indicator 1.6.e College Readiness: Increase rate of graduates completing A-G requirements. **19-20** All: 55.4% AA: 45.2% LI: 36.4% Hisp: 41.4% FY: 25.1% White: 57.4% EL: 25.9% RF: 43.1% HM: 24.4% SD: 23.5% **Baseline** All: 43.4% AA :27.2% LI: 18.4% Hisp: 29.4% FY: 7.1% White: 45.4% EL: 7.9% RF: 31.1% HM: NA SD: 5.5%	The percent of 2019-20 graduating seniors who completed all of their A-G requirements prior to graduating is as follows: All: 43.7% LI: 30.5% FY: 7.1% EL: 16.9% HM: 20.5% AA: 26.8% Hisp: 35.4% White: 45.6% RF: 46.0% SD: 10.7% The district overall did not meet their targets and only group that met their targets was the Reclassified English learners.
Metric/Indicator 1.6.g College Readiness: Increase rate of graduates in all groups completing either A-G requirements or a career/technical sequence capstone course. **19-20** All: 60.5% AA: 43.6% LI: 43.6% Hisp: 50.4% FY: 25.1% White: 62.4% EL: 30.6% RF: 49.4% HM: 24.0% SD: 26.5% **Baseline** All: 48.5% AA: 31.6%	The percent of 2019-20 graduating seniors who completed all of their A-G requirements or a career technical sequence capstone course prior to graduating is as follows: All: 48.5% LI: 37.8% FY: 10.7% EL: 26.4% HM: 26.5% AA: 29.7% Hisp: 40.5% White: 50.7% RF: 52.7% SD: 17.8% The district overall and none of the groups except for Reclassified Fluent English learner and homeless students met their targets for the year.

Expected	Actual
LI: 25.6% Hisp: 35.4% FY: 7.1% White: 50.4% EL: 12.6% RF: 37.4% HM: NA SD: 8.5%	
Metric/Indicator 1.6.h College Readiness: Increase the percentage of targeted students participating in transition to college programs. **19-20** Number of Students All: 1991 EL: 60 LI: 1067 HM: 84 FY: 7 **Baseline** 2016-2017 Data: Number of Students All: 1932 EL: 57 LI: 1016 HM: 79 FY: 4	As of the end of March 2020, 2351 students have participated in transition to college programs. All: 2351 EL: 35 LI: 1070 HM: 87 FY: 6 The district met the targets for overall and for low-income and homeless students. All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.5 Implement/refine solutions to course and program access barriers, including accelerated/honors programs and identify student support structures to ensure success once open access is created. Increase access to college visitations and other college-career activities for students in targeted groups.	Cert Salary/Subs: $552 Class Salary: $106 Benefits: $165 Materials: $29,036 Contracts: $35,736 Supplemental $65,595	Cert Salary/Subs: $ Class Salary: $269 Benefits: $39 Materials: $2,901 Contracts: $48,685 Supplemental $51,894

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.10 Evaluate and expand transition to college programs to support students who are first in their family to attend college, with focused recruitment and support mentoring programs focused on underrepresented groups. Programs include AVID, Pipeline to College, Get Focused-Stay Focused, Trio and UCAN. Provide access to college preparation activities (e.g., SAT testing, college visitations, college fairs) for targeted students.	Cert Salary/Subs: $255,143 Class Salary: $ Benefits: $95,157 Materials: $14,171 Contracts: $341,611 Base $41,025 Supplemental $590,057 Supplemental C/O $75,000	Cert Salary/Subs: $218,858 Class Salary: $ Benefits: $91,923 Materials: $1,346 Contracts: $264,185 Base $39,981 Supplemental $461,331 Supplemental C/O $75,000
1.6.15 Administer PSAT for all 10th and 11th grade students during the school day in order to increase enrollment in advanced coursework and to strengthen the college preparation options for a more diverse student population.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $85,000 Supplemental $85,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $89,068 Supplemental $89,068
1.6.20 Increase the number of teachers with current training in Advanced Placement (AP) in order to increase the number of course offerings based on student interest.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $15,000 Base $15,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $6,650 Base $6,650
1.6.25 Pay for partial Advanced Placement/International Baccalaureate (AP/IB) test fees for students needing assistance to increase testing rates of low-income students.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $10,622 Contracts: $62,378	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $56,022

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.35 Increasing outreach to middle school students through professional development (PD) opportunities for vertical articulation and industry readiness skills between middle grades and high school high quality Career Technical Education (CTE) programs. With the addition of the College-Career Readiness Counselor, along with the Teacher on Special Assignment (TOSA) for CTE, vertical articulation will be increased. 1.6.40 Expanding and refining high quality CTE pathways for Introduction to Innovation and Design - Advanced Manufacturing (San Juan HS) and Engineering and Architecture (PLTW, Bella Vista), Information and Communication Technologies (AP Computer Science, Del Campo and Cyber Security, Mira Loma), and Public Services Fire Academy (Del Campo). 1.6.45 Improving collaboration and articulation with local agencies and institutes of higher education to increase student career readiness upon completion of high school high quality CTE programs by expanding articulation agreements with post-secondary education.	Supplemental $73,000 Cert Salary/Subs: $1,436,821 Class Salary: $119,881 Benefits: $714,185 Materials: $956,661 Contracts: $429,690 Indirects: $ Roc/P & CTE Flex $1,933,485 Supplemental C/O $200,000 Carl D. Perkins Career and Technical Education $375,714 Career Tech Education Incentive Grant $1,204,722	Supplemental $56,022 Cert Salary/Subs: $1,357,321 Class Salary: $141,595 Benefits: $590,033 Materials: $651,235 Contracts: $505,553 Capital Outlay: $174,159 Indirects: $41,488 Roc/P & CTE Flex $1,930,458 Supplemental C/O $200,000 Carl D. Perkins Career and Technical Education $342,797 Career Tech Education Incentive Grant $988,129
1.6.50 Refine practices around recruitment, placement and support strategies for students identified for Advanced Placement/International Baccalaureate (AP/IB) enrollment. 1.6.55 Expand College-Career specialists to additional high schools, replicating successful practices.	Cert Salary/Subs: $5,500 Class Salary: $ Benefits: $891 Materials: $ Contracts: $193,609 Supplemental C/O $200,000 Cert Salary/Subs: $ Class Salary: $141,296 Benefits: $101,610 Materials: $ Contracts: $	Cert Salary/Subs: $2,700 Class Salary: $ Benefits: $437 Materials: $ Contracts: $192,562 Supplemental C/O $195,699 Cert Salary/Subs: $ Class Salary: $128,091 Benefits: $95,451 Materials: $ Contracts: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6.60 Expand partnerships and volunteer models of mentoring and advocacy for students in targeted groups at all grades.	Supplemental $242,906 Cert Salary/Subs: $2,777 Class Salary: $ Benefits: $448 Materials: $ Contracts: $246,825	Supplemental $223,542 Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $250,000
1.6.65 Pilot language testing for second language learners to meet world language graduation requirements and reducing barriers to completion of college entrance (a-g) requirements.	Supplemental $250,050 Cert Salary/Subs: $3,250 Class Salary: $ Benefits: $750 Materials: $ Contracts: $6,000 Supplemental C/O $10,000	Supplemental 250,000 Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $948 Supplemental C/O $948

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The expanded number of college career specialists at additional high school sites allowed specialists to meet with students individually and in small groups to conduct college applications and FAFSA application workshops, to instruct on updating social media accounts, and to arrange virtual presentations with college representatives and armed forces recruiters
- College-career activities to increase access for students in targeted groups with an increased number of student participants
- Partnership with Improve Your Tomorrow (IYT) provided 220 students in grades 7-12 (both in-person and virtually) with wraparound support including student development, weekly tutoring, internships, college tours, and parent engagement/mentorship to help increase the number of young men of color to attend and graduate from college
- Partnership with Sacramento Area Youth Speaks (SAYS) provided mentoring support to 65 students through youth voice,

culturally responsive teaching, and innovative community-university school partnerships. SAYS was expanded to include additional school sites and continued its programs and services virtually once schools closed IYT and SAYS participated in student hangouts to support student mental health during school closure
- 85% of 10th graders and 82% of 11th graders took the PSAT at no cost; results are used to help identify students in diverse student populations who may be interested in taking Advanced Placement courses
- The number of Advanced Placement (AP) trained teachers increased by 25 teachers with the continued emphasis to identify more underrepresented students to take AP courses through Equal Opportunity Schools
- The district partially paid for AP/IB (Advanced Placement/International Baccalaureate) fees for low-income students needing assistance to help increase testing rates
- Enrollment in AP courses continued to grow in 2019-2021 based on partnership with Equal Opportunity Schools (EOS) who work with each of the 9 comprehensive high schools to develop and support Equity teams to support students
- Career Technical Education (CTE) pathways were expanded to include a fourth middle school pathway, additional CTE opportunities were offered, articulation agreements with post-secondary were expanded, and a CTE fair was provided to all middle school and k-8 students to increase student career readiness upon high school completion

Identified challenges include:
- Due to pandemic restrictions, activities such as field trips, conferences, and professional development, had to be modified to help evaluate and expand transition to college programs to support students who are first in their family to attend college

Actions/Services not implemented due to COVID-19:
- 3 in-person college tours
- Pilot language testing program for second language learners to meet world language graduation requirements was suspended and the inability of contracted vendors to offer remote proctoring

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of students in grades 11 and 12 taking one or more Advanced Placement/International Baccalaureate (AP/IB). When comparing our 2019-2020 targets to our 2019-2020 actual data, the percentage of students in grades 11 and 12 taking one or more AP/IB courses, the district overall and all students except foster youth and students with disabilities met their targets.

When comparing our baseline data to our 2019-2020 actual data, results show the district overall and all student groups, except low-income, foster youth and English learners increased the rate of seniors college ready/conditionally in English language arts as measured by the Smarter Balanced (EAP) assessment and the district overall and all student groups except foster/homeless youth increased the rate of seniors college ready/conditionally in mathematics as measured by the Smarter Balanced (EAP) assessment. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and none of the student groups met their intended targets to increase the rate of seniors college ready/conditionally in English language arts and mathematics as measured by the Smarter Balanced (EAP) assessment.

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the number of seniors with a college-ready qualifying Advanced Placement (AP) score. When comparing our 2019-2020 targets to our 2019-2020 actual data, results show the district overall and none of its student groups showed an increase in the number of seniors with a college-ready qualifying AP score.

When comparing our baseline data to our 2019-2020 actual data, results show the district overall and all student groups except African American, increased its percentage of graduating seniors who completed all of their A-G requirements prior to graduating. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and all student groups except reclassified English learners, did not meet its intended targets to increase its percentage of graduating seniors who completed all of their A-G requirements prior to graduating.

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of targeted students participating in transition to college programs for low-income, foster youth, and homeless students. When comparing our 2019-2020 targets to our 2019-2020 actual data, results show the district overall and none of its student groups except low-income and homeless students, met its overall target for student participation in transition to college programs.

Goal 7

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 7: Ensure site resources are allocated to meet the unique academic and social-emotional needs of students within a local context.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SPSA Alignment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.7.b Student Performance: All sites will write a School Plan for Student Achievement (SPSA) based on an analysis of data from 8 state priority areas. Note: Academic, engagement, and climate indicators represented in other goal-focus areas will also be impacted by the actions/services in this focus **19-20** Maintain 100% **Baseline** 2016-2017: 100% of the Schools	All of the sites have an approved School Plan for Student Achievement (SPSA) for the 2019-2020 school year based on their data from the state priority areas (approved at the December 10, 2019 board meeting). The district met the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.7.5 End of Action. 1.7.10 Continue “Administrative-Instructional/Climate Support specialist” as needed at highest poverty Title I sites.	Cert Salary/Subs: $1,460,149 Class Salary: $ Benefits: $503,905	Cert Salary/Subs: $1,555,418 Class Salary: $ Benefits: $563,914

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials: $ Contracts: $ Supplemental $1,964,054	Materials: $ Contracts: $ Supplemental $2,119,332
1.7.15 Continue support personnel assigned to Title I elementary sites (instructional coaches, intervention teachers, etc.) as determined by site.	Cert Salary/Subs: $1,514,596 Class Salary: $ Benefits: $634,918 Materials: $ Contracts: $ Title I: Part A $2,149,514	Cert Salary/Subs: $1,511,896 Class Salary: $ Benefits: $586,963 Materials: $ Contracts: $ Title I: Part A $2,098,859
1.7.20 Provide each school site with a per-unduplicated-pupil allocation to be used for site-level actions/services aligned to School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP) goals in support of the identified student groups (allocation reevaluated each year based on CalPADS enrollment). SPSA objectives and actions will (a) address school climate indicators and (b) services/supports for Local Control Funding Formula (LCFF) targeted groups along with district targeted groups. Augment reduced funding to Title 1 sites to ensure program consistency at highest need sites. Continue training for site councils to ensure consistency with district LCAP.	Cert Salary/Subs: $1,357,246 Class Salary: $558,548 Benefits: $909,899 Materials: $1,927,651 Contracts: $707,376 Supplemental $4,830,740 Supplemental C/O $629,980	Cert Salary/Subs: $657,738 Class Salary: $562,553 Benefits: $523,773 Materials: $630,267 Contracts: $597,142 Supplemental $2,971,473
1.7.30 Implement school-community partnerships that support academic growth and college-career readiness of students in targeted groups.	Cert Salary/Subs: $ Class Salary: $45,319 Benefits: $24,907 Materials: $26,594 Contracts: $15,420 Supplemental $112,240	Cert Salary/Subs: $3,612 Class Salary: $46,329 Benefits: $25,638 Materials: $6,200 Contracts: $10,773 Supplemental $92,552
1.7.35 Plan, implement and evaluate changes to the staffing and instructional models focused on addressing the intense needs of the Dyer-Kelly population. Provide intensive support to strengthen tier 1, 2	Cert Salary/Subs: $627,596 Class Salary: $	Cert Salary/Subs: $614,998 Class Salary: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and 3 services to meet the needs of all learners and improved student achievement.	Benefits: $264,579 Materials: $ Contracts: $21,200 Title I: Part A $913,375	Benefits: $240,316 Materials: $23,119 Contracts: $ Title I: Part A $878,433
1.7.40 Continue embedded support for the analysis, restructuring and implementation of high need Title 1 schools.	Cert Salary/Subs: $ Class Salary: $121,308 Benefits: $63,758 Materials: $ Contracts: $500 Supplemental $185,566	Cert Salary/Subs: $ Class Salary: $98,987 Benefits: $48,457 Materials: $ Contracts: $ Supplemental $147,444

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Personnel assigned to Title 1 elementary sites were instrumental in providing intervention support to struggling students and or experiencing learning loss due to the pandemic
- Although briefly interrupted by school closure, school-based support for the analysis, restructuring, and implementation for identified high need Title 1 schools continued. Work included collaborative research to investigate separating middle and high school at the Encina Preparatory High School campus, modifications to the co-teacher model at Dyer-Kelly Elementary School, and weekly collaborative
  meetings to address issues such as technology access, food distribution, mental health support, and communication
- A new Family and School Problem Resolution coordinator position was created in the district as part of the Family and Community Engagement (FACE) team
- The Family and Community Engagement team coordinated outreach to new and existing partners that supported over 55 district schools, impacting 3,000 students and 960 families, and generated over 1,100 volunteer connections through all school sites

- Title I sites received instructional support from 8 elementary and K-8 Administrative Instructional Specialists, 2 middle school Administrative Instructional Specialists, and 2 high school Administrative Instructional Specialists to address the unique needs of the highly diverse schools and families
- A co-teaching model with an intentional focus on language development was put in place at Dyer-Kelly Elementary School to address the intense needs of its students
- 2 newcomer classes serve grades 2-5 at Dyer-Kelly Elementary School focusing on intensive language instruction resulting in a greater level of differentiated support for their language and social needs

Identified challenges include:
- Intervention support scheduling due to competing time frames of synchronous classes
- Effective collaboration for school-based support; protocols were put in place to ensure inclusion of multiple voices in the process

Actions/Services not implemented due to COVID-19:
- Most Valuable Partner event was not hosted

Overall effectiveness:
Support for schools with the highest densities of targeted students continued, including climate specialists, academic supports, and administrative instructional assistants. Site use of Local Control Funding Formula (LCFF) Supplemental funds is documented in the School Plans for Student Achievement (SPSAs) and continues to be carefully monitored to ensure alignment with use for targeted students at all schools. All school sites had a Board-approved SPSA based on an analysis of data from the 8 State Priority Areas.

Goal 8

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction through the use of research-based strategies and culturally and linguistically responsive practices.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.8.a Materials: Maintain 100% sufficiency with instructional materials. **19-20** Maintain 100% **Baseline** 100%	The district maintained 100% sufficiency (reported at the board meeting on September 24, 2019). The district met the target for this year.
Metric/Indicator 1.8.b Standards: Increase implementation of Common Core, ELD, and NGSS (to 85% in each area). **19-20** ELA: 85% Mathematics: 85% NGSS: 60% ELD: 85% **Baseline** ELA: 75% Mathematics: 78% NGSS: 20% ELD: 32%	Based on the standards implementation survey administered in March 2020, rates are as follows: ELA: Above 85% Mathematics: Above 85% NGSS (Science): Below 60% ELD (English Development): Below 85% The district met the targets for English language arts and mathematics but did not meet the targets for NGSS (Science) or ELD (English language development).

Expected	Actual
Metric/Indicator 1.8.c Standards: Increase the number of teachers trained in social justice. **19-20** 73 teachers **Baseline** 2016-17: 28 teachers	The district has trained a total of 233 teachers on social justices. The district met the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8.5 Reduce class size to 26:1 in TK through grade 5 classes at all schools.	Cert Salary/Subs: $8,526,734 Class Salary: $ Benefits: $3,659,819 Materials: $ Contracts: $ Base $12,186,553	Cert Salary/Subs: $3,838,325 Class Salary: $ Benefits: $1,634,638 Materials: $ Contracts: $ Base $5,472,963
1.8.10 Maintain curricular program specialists in English, math, and science and at least 5 Teachers on Special Assignments (TOSAs) to provide support to schools in instructional practice, assessment and curriculum aligned to new standards; provide additional support in targeted areas as need is indicated (primary reading, math, science).	Cert Salary/Subs: $890,085 Class Salary: $ Benefits: $309,852 Materials: $8,860 Contracts: $ Base $226,210 Supplemental $450,015 Supplemental C/O $104,631 Title II $202,639 1x money $225,302	Cert Salary/Subs: $938,795 Class Salary: $ Benefits: $333,629 Materials: $ Contracts: $41,237 Base $271,892 Supplemental $478,271 Supplemental C/O $106,949 Title II $218,590 Professional Development Supp $237,959

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.8.20 Pilot and select new instructional materials which are Next Generation Science Standards (NGSS) aligned for grades TK-5 and 9-12; support the implementation of new standards-aligned science materials in grades 6-8.	Cert Salary/Subs: $35,567 Class Salary: $ Benefits: $6,957 Materials: $12,472 Contracts: $55,154 Base $110,150	Cert Salary/Subs: $6,420 Class Salary: $ Benefits: $1,694 Materials: $6,360 Contracts: $8,499 Base $22,973
1.8.25 Action ends per negotiated agreement for optional professional development day.		
1.8.30 Partner with California State University, Sacramento (CSUS), to increase capacity of an interdisciplinary team of teachers to enhance student learning through civic engagement, economic empowerment, social status and societal roles (25 teachers/cohort). Provide to elementary and social studies teachers teaching tolerance professional development: Social Justice Standards-Critical Practices of Anti-Bias Education.	Cert Salary/Subs: $70,563 Class Salary: $ Benefits: $15,642 Materials: $10,081 Contracts: $70,308 Supplemental $166,594	Cert Salary/Subs: $50,775 Class Salary: $ Benefits: $10,123 Materials: $2,156 Contracts: $89,935 Supplemental $152,989
1.8.35 End of action.		
1.8.40 Build assessment literacy through the use of common assessments and formative assessments practices. Refine and calibrate use of common assessments and/or formative assessment practices at school sites.	Cert Salary/Subs: $16,321 Class Salary: $ Benefits: $3,759 Materials: $4,140 Contracts: $4,000 Base $28,220	Cert Salary/Subs: $3,320 Class Salary: $ Benefits: $762 Materials: $285 Contracts: $505 Base $4,872
1.8.45 Ensure alignment between classroom instruction and intervention and enrichment for targeted students through after-school programs at selected school sites with Bridges/ASSETs programs.	Cert Salary/Subs: $57,157 Class Salary: $ Benefits: $13,172 Materials: $ Contracts: $	Cert Salary/Subs: $17,991 Class Salary: $ Benefits: $4,138 Materials: $ Contracts: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $70,329	Supplemental $22,129
1.8.50 Continue to provide direct support to schools including: • Supporting teacher understanding of use of data and evidence to improve student learning • Coaching for literacy and use of data • Conducting regular administrator meetings to include analysis of district and school site data to improve student learning for all subgroups • Coordination and oversight of instructional program to ensure coherency and effectiveness • Working with all impacted instructional stakeholders collaboratively to identify expected student outcomes and how progress will be measured in order to evaluate the Local Control and Accountability Plan (LCAP) actions/services for effectiveness Pilot a data system that allows for referring, assigning, tracking, and reporting on student interventions and supports in order to close achievement gaps and provide effective services.	Cert Salary/Subs: $265,879 Class Salary: $289,550 Benefits: $272,221 Materials: $43,250 Contracts: $137,865 Indirects: $ Base $80,437 Supplemental $808,328 Supplemental C/O $120,000	Cert Salary/Subs: $273,980 Class Salary: $230,136 Benefits: $198,565 Materials: $3,518 Contracts: $134,240 Indirects: $1,135,342 Base $ Supplemental $1,856,444 Supplemental C/O $119,337

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The district continues building an increased capacity of an interdisciplinary team of teachers to enhance student learning through civic engagement, tolerance training, and social justice standards and anti-bias education. Advanced Social Justice Institute completed its second cohort of a 2-year teacher leadership program integrating social justice into content curriculum. Additionally, 140 teachers attended the Museum of Tolerance training. Social Justice Standards training continued virtually upon school closures
- Professional Learning and Innovation program specialists continued to provide support (via Zoom) to schools in instructional practice, in assessment and curriculum aligned to standards, and targeted support in areas of need, primarily, English, math,

and science. Switching to a virtual platform allowed more teachers to attend training and receive additional support; virtual training will remain a continued option
- The 2019-2020 school year marked another phase in reducing class size in grades TK-5. Human resources recruited and hired additional teachers to support this reduction
- Grades 6-8 teachers received support on how to use the specially designed at-home, Amplify Science, to enhance distance learning

Identified challenges include:
- All 29 sites for the Bridges After-School/ASSETS programs closed due to the pandemic. Prior to closure, this program served approximately 3,000 students with homework support, enrichment/disguised learning, and social support ensuring alignment between classroom instruction and intervention and enrichment for targeted students. Staff pivoted to providing services through virtual platforms and reached out to students and their families trying to identify needs and provide remote support
- The pilot and adoption process for the new high school Next Generation Science Standards (NGSS) courses was put on hold due to the pandemic. After a full pilot process trying out 3 different sets of instructional materials, TWIG Science was selected but due to the pandemic, adoption of these instructional materials was put on hold

Actions/Services not implemented due to COVID-19:
- Advanced Social Justice Institute 2-day professional development
- Multicultural conference at California State University, Sacramento
- Adoption of TWIG Science instructional materials and the new high school Next Generation Science Standards (NGSS) courses

Overall effectiveness:
The actions and services included in this section are intended to support the instructional program across all schools to better meet the needs of each student. When comparing our baseline data to our 2019-2020 actual data, results show the district maintained 100% sufficiency with instructional materials. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district maintained 100% sufficiency with instructional materials.
When comparing our baseline data to our 2019-2020 actual data, the district increased the number of teachers trained in social justice by 45 teachers. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district exceeded its intended target of 73 teachers trained in social justice by 150 teachers.
When comparing our baseline data to our 2019-2020 actual data, the district increased implementation of common core, English language development, and Next Generation Science Standards (NGSS). When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met the targets for English language arts and mathematics but did not meet the targets for NGSS or English language development.

Goal 9

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.
Focus 9: Ensure highly qualified and effective certificated and classified staff.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Teachers served by CTS, trained on SPG

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.9.a Mis-assigned Teachers: 4 fewer teachers mis-assigned (to a goal of 19 districtwide). **19-20** 19 teachers **Baseline** 23 teachers	The district had 0 teachers misassigned according to the definitions used in the School Accountability Report Card (SARC). The district met the target for the year.
Metric/Indicator 1.9.b Serve 100% of the first and second year teachers hired before January 1st of each year. **19-20** Maintain 100% **Baseline** 2016-2017: 100%	As of January 1, 2020, 100% of the 1st and 2nd year teachers with preliminary credentials are being served by the Center for Teacher Support. The district met the target for the year.
Metric/Indicator 1.9.c Qualified Teachers: Train at least 30% of teachers on the new System of Professional Growth (SPG) (to 90%). **19-20** Maintain 90% **Baseline** 2016-2017: 34%	As of the end of the first semester, over 90% of the teachers required to be trained this year in the System of Professional Growth (SPG) have been trained. The district met the target for the year.

Expected	Actual
Metric/Indicator 1.9.d Diverse Staff: Increase the degree to which districtwide staff reflect the ethnic diversity of the student population. **19-20** Increase diversity of classified and certificated staff by 0.5% each to 19.3% (certificated staff) and 28.3% (classified staff). **Baseline** 2017-2018: 18.8% of certificated staff and 27.8% of classified staff identify with an ethnic group other than white.	The percentage of ethnically diverse students and staff (those identifying with an ethnicity other than white) is 49.3% students, 26.0% classified staff and 21.0% certificated staff. The district met the target for the year for certificated staff but not for classified staff.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9.5 Provide highly effective certificated and classified staff who support all schools.	Cert Salary/Subs: $136,531,961 Class Salary: $38,202,555 Benefits: $78,384,259 Materials: $ Contracts: $ Base $253,118,775	Cert Salary/Subs: $60,033,873 Class Salary: $17,368,249 Benefits: $31,773,205 Materials: $ Contracts: $ Base $109,175,327
1.9.10 Provide services through the Center for Teacher Support (CTS) for: • First/second-year teachers (Induction) • Veteran teachers needing support • Teachers with emergency/intern credentials	Cert Salary/Subs: $1,021,258 Class Salary: $20,869 Benefits: $378,189 Materials: $37,846 Contracts: $32,369 Base $263,840 Supplemental $122,257 Title II $1,104,434	Cert Salary/Subs: $1,027,825 Class Salary: $16,029 Benefits: $380,579 Materials: $5,863 Contracts: $21,887 Base $230,812 Supplemental $124,466 Title II $1,096,905

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9.20 Implement a System of Professional Growth (SPG) designed to foster reflective veteran practitioners who are continuously improving teacher practice in order to increase student learning: • 10 teacher facilitators • Training costs	Cert Salary/Subs: $1,496,111 Class Salary: $34,877 Benefits: $571,690 Materials: $29,909 Contracts: $62,408 Base $1,543,426 Supplemental C/O $269,388 1x money $382,181	Cert Salary/Subs: $1,305,759 Class Salary: $30,141 Benefits: $520,524 Materials: $6,442 Contracts: $15,105 Base $1,521,592 Supplemental C/O $266,822 Professional Development Supp $89,557
1.9.25 Improve recruitment and retention efforts focused on increasing diversity of staff members who represent our student populations; examine and revise policies, regulations and practices to actively recruit diverse staff.	Cert Salary/Subs: $8,220 Class Salary: $7,396 Benefits: $4,492 Materials: $14,164 Contracts: $38,050 Supplemental C/O $72,322	Cert Salary/Subs: $4,698 Class Salary: $3,895 Benefits: $1,595 Materials: $1,811 Contracts: $42,125 Supplemental C/O $54,124

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Human Resources staff have participated in various recruitment events in a continuing effort to recruit and retain highly effective and ethnically diverse staff
- The district implemented a formalized onboarding process for instructional assistants, custodians, and Nutrition Services employees
- 2 Career Development Conferences were offered during the year
- Human Resources conducted 1:1 career coaching sessions. Participating staff explored professional interests and goals,

received resume feedback, practiced interview skills and heard information about job opportunities and pathways within the district
- Staff Diversity Alliance, an employee resource group, met 3 times this year to build community and supports
- The district's Center for Teacher Support and the System for Professional Growth continues to mentor and support 1st and 2nd-year teachers as well as veteran teachers

Actions/Services not implemented due to COVID-19:
- A third career development session to improve recruitment and retention

Overall effectiveness:
Efforts to ensure a highly qualified, diverse and effective staff continue to center around hiring and supporting qualified staff. When comparing our baseline data to our 2019-2020 actual data, the district decreased the number of teachers misassigned. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target by having zero teachers misassigned.
When comparing our baseline data to our 2019-2020 actual data, the district served 100% of 1st and 2nd-year teachers through the Center for Teacher Support. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target to serve 100% of 1st and 2nd-year teachers through the Center for Teacher Support.
When comparing our baseline data to our 2019-2020 actual data, the district increased the percentage of teachers trained on the new System of Professional Growth by over 55%. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target to train 90% of teachers on the new System of Professional Growth.
When comparing our baseline data to our 2019-2020 actual data, the district increased the diversity of certificated staff to reflect the ethnic diversity of our student population but it did not increase the diversity of classified staff to reflect the ethnic diversity of our student population.
When comparing our 2019-2020 target to our 2019-2020 actual data, the district met its intended target to increase the diversity of certificated staff to reflect the ethnic diversity of our student population but it did not meet its intended target to increase the diversity of classified staff to reflect the ethnic diversity of our student population.

Goal 10

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

Focus 1: Increase students' engagement in and connectedness to school through student-driven, engaging, and relevant classes and activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1.a Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding student connectedness and meaningful participation (to 95%). **19-20** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools **Baseline** Parents: 84% of schools Staff: 51% of the schools Students: 43% of the schools	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participants indicating they agree or strongly agree with the statements related to student connectedness and meaningful participation are as follows: Parents: 92.1% Staff: 73.0% Students: 50.8% The district did not meet the targets for this year.
Metric/Indicator 2.1.b Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding high expectations and caring relationships (to 95%). **19-20** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participates indicating they agree or strongly agree with the statements related to high expectations and caring relationships are as follows: Parents: 93.6% Staff: 85.7% Students: 76.2%

Expected	Actual
Baseline Parents: 91% of schools Staff: 81% of the schools Students: 62% of the schools	The district did not meet the targets for this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1.5 Support multiple seasons of middle school sports at all middle schools.	Cert Salary/Subs: $16,000 Class Salary: $16,000 Benefits: $5,997 Materials: $ Contracts: $ Base $37,997	Cert Salary/Subs: $2,657 Class Salary: $7,171 Benefits: $1,582 Materials: $ Contracts: $ Base $11,410
2.1.10 Increase/deepen arts programs and arts integration at schools with over 40% of targeted students who have lower arts quotients.	Cert Salary/Subs: $27,920 Class Salary: $27,372 Benefits: $10,342 Materials: $7,307 Contracts: $34,028 Base $22,448 Supplemental $84,521	Cert Salary/Subs: $20,528 Class Salary: $53,887 Benefits: $10,106 Materials: $ Contracts: $18,585 Base $18,585 Supplemental $84,521
2.1.15 Expand/refine courses, programs, clubs, and activities that address student interests.	Cert Salary/Subs: $758 Class Salary: $ Benefits: $174 Materials: $22,080 Contracts: $10,000 Base $33,012	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $17,100 Base $17,100

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Purchase of supplies, instructional aides, and instructional licenses for drama, vocal and instrument music programs to support distance learning

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- School sites continue to increase its number of student interest clubs including the addition of Capital Therapy Dogs and African American Boys' Mentoring Program and Neighborhood Learning Project Outreach
- Middle School wrestling program added an additional school site this year and reflects an increase of 11 students over last year
- A full complement of leadership staff for the various content areas including art, music, theatre, and physical education
- Development of a central district music library for both instrumental and vocal music to increase student exposure to quality music literature while reducing costs

Identified challenges include:

- Due to COVID-19 and resulting distance learning, participation in before and after-school arts programs was reduced by over 90% resulting in the inability to meet its goal to increase/deepen arts programs and arts integration at schools with over 40% of targeted students who have lower arts quotients.

Actions/Services not implemented due to COVID-19:

- Track and Field season was cancelled
- Inability to hold district arts events including honor group performance, San Juan Sings, Arts Explosion, Kids Art, and several Arts galleries

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percent of students (+7.8%), parents (+8.1%), and staff (+22%) in schools with at least 75% of participation indicating they agree or strongly agree on the district surveys regarding student connectedness and meaningful participation. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets in the percentage of schools with at least 95% of students, parents and staff indicating they agree or strongly agree on the district surveys regarding student connectedness and meaningful participation in all groups.

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percent of students (+14.2%), parents (+2.6%), and staff (+4.7%) in schools with at least 75% of participation indicating they agree or strongly agree on district surveys regarding high

expectations and caring relationships. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets in the percentage of schools with at least 95% of students, parents and staff indicating they agree or strongly agree on district surveys regarding high expectations and caring relationships.

Goal 11

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 2: Develop and support patterns of regular attendance for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.2.a Attendance: Increase attendance rates (to 95%). **19-20** All: 95.0% AA: 93.0% LI: 94.2% Hisp: 95.0% FY: 91.1% White: 95.0% EL: 95.0% RF: 95.0% HM: 92.3% SD: 94.0% **Baseline** All: 94.5% AA: 92.2% LI: 93.4% Hisp: 94.2% FY: 89.9% White: 94.7% EL: 94.7% RF: 96.0% HM: 91.5% SD: 93.2%	The attendance rates as of March 13, 2020 were as follows: All: 95.1% AA: 93.0% LI: 94.5% Hisp: 94.6% FY: 91.8% White: 95.4% EL: 95.4% RF: 96.7% HM: 91.5% SD: 93.4% Overall, the district met the target for this year. English learners, Low-income, Reclassifed English learners, African American and white students also met their targets for the year.
Metric/Indicator 2.2.b Attendance: Reduce percent of students who are chronically absent (to less than 5%). **19-20** All: 4.9% AA: 5.8% LI: 5.1% Hisp: 4.9% FY: 15.4% White: 4.9% EL: 4.9% RF: 4.9% HM: 5.7% SD: 5.6%	As of March 13, 2020, the percent of students who are chronically absent was as follows: All:13.3% AA: 26.4% LI: 17.7% Hisp: 15.4% FY: 26.3% White: 10.9% EL: 11.5% RF: 6.0% HM: 32.6% SD: 20.8%

Expected	Actual
Baseline All: 16.5% AA: 29.8% LI: 21.1% Hisp: 17.2% FY: 39.4% White: 14.4% EL: 14.8% RF: 9.3% HM: 29.7% SD: 21.6%	The district overall and all of the groups did not meet their targets for the year. All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2.5 Provide health care/immunization services to qualifying families by continuing the immunization clinic at San Juan Central for income-eligible families and the partnership with ELICA's Health On Wheels (HOW) that provides health care services at targeted high-poverty schools.	Cert Salary/Subs: $9,058 Class Salary: $13,000 Benefits: $9,624 Materials: $7,568 Contracts: $ Supplemental $39,250	Cert Salary/Subs: $11,473 Class Salary: $8,726 Benefits: $8,148 Materials: $ Contracts: $ Supplemental $28,347
2.2.15 Increase and monitor site-based attendance incentives for sites to reduce instructional time lost due to office referrals, to increase their student attendance on traditionally high absentee days, and their overall attendance rates from year to year. Support schools in developing strategies which stress the connection between attendance and academic success.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $57,000 Contracts: $ Base $57,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $12,862 Contracts: $2,499 Base $15,361
2.2.20 Ensure that staff are able to provide culturally appropriate support and interventions to the most chronically absent students and	Cert Salary/Subs: $	Cert Salary/Subs: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
their families, with special attention to students who are homeless or in transitional housing; coordinate in conjunction with the Multi-Tiered System of Supports (MTSS) to better meet the needs of targeted students/families.	Class Salary: $288,930 Benefits: $163,886 Materials: $24,177 Contracts: $70,404 Indirects: $6,277 Supplemental $378,674 Title X (McKinney-Vento) $175,000	Class Salary: $282,880 Benefits: $169,895 Materials: $6,934 Contracts: $7,006 Indirects: $5,818 Supplemental $310,319 Title X (McKinney-Vento) $162,214
2.2.25 Continuing transportation for homeless families, as a strategy to increase attendance and expanding transportation to targeted schools and targeted student demographics.	Cert Salary/Subs: $ Class Salary: $46,736 Benefits: $42,182 Materials: $2,614 Contracts: $45,000 Supplemental C/O $136,532	Cert Salary/Subs: $ Class Salary: $46,278 Benefits: $34,521 Materials: $ Contracts: $5,838 Supplemental C/O $86,637

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Slight increase in year-to-date attendance from prior year
- Slight decrease in chronic absence rate (19.86%) for Kindergarten students compared to the prior year (20.2%)
- Connections made with McKinney-Vento (MKV) families through regular community outreach (Sacramento Kings, District Attorney, Sacramento Literacy Movement with the Sacramento Library Foundation, and the Campaign for Grade 1 Level Reading) to support homeless/foster youth to succeed in school
- Kindergarten communication project focused on English learner (EL) families with outreach in translations in all supported languages including resources for MKV families.

- Connecting Identified MKV families living in transition to support services at site meetings and School Attendance Review Board (SARB) meetings
- Increased attendance at targeted sites by providing transportation for McKinney-Vento students with 45% of the students receiving transportation support showing continued attendance and 26% of students demonstrating excellent attendance

Identified challenges include:
- Decrease in tutoring services and decrease in supplies purchased for students to be successful in school

Actions/Services not implemented due to COVID-19:
- Site-based attendance incentives discontinued due to distance learning instead of in-person instruction
- 3 remaining immunization scheduled clinics cancelled resulting in decreased students immunized in the 2019-2020 school year (147) compared to students immunized in the prior year (345)

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase in attendance for the district overall and all student groups. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and all student groups except Hispanic, homeless, and students with disabilities met its intended targets to increase attendance.
When comparing our baseline data to our 2019-2020 actual data, the district decreased the percent of chronically absent students overall and in all student groups except homeless students. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and all student groups did not meet its intended targets to reduce the percent of chronically absent students.

Goal 12

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

Focus 3: Improve school climate by providing behavioral and social-emotional supports and interventions focused on the root causes that interfere with learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.3.a Climate: Decrease the rate of home school suspensions (to less than 2%). **19-20** All: 7.5% AA: 19.2% LI: 9.0% Hisp: 7.3% FY: 29.0% White: 5.8% EL: 5.8% RF: 4.9% HM: 17.6% SD: 12.0% **Baseline** All: 8.7% AA: 23.2% LI: 13.0% Hisp: 8.5% FY: 37.0% White: 7.0% EL: 7.0% RF: 5.8% HM: 21.6% SD: 16.0%	As of March 13, 2020, the home suspension rates were as follows: All: 5:2% AA: 15.2% LI: 7.2% Hisp: 5.2% FY: 29.6% White: 3.9% EL: 3.4% RF: 3.8% HM: 16.0% SD: 11.7% Overall, the district and all groups except for Foster Youth students met the targets for the year.
Metric/Indicator 2.3.b Climate:Decrease the rate of in school suspensions (to less than 2%). **19-20** All: 6.0% AA: 12.8% LI: 6.4% Hisp: 5.8% FY: 11.7% White: 5.1%	As of March 13, 2020, the in-school suspension rates were as follows All: 2.2% AA: 7.4% LI: 3.2% Hisp: 2.1% FY: 5.4% White: 1.6% EL: 1.4% RF: 1.6% HM: 4.7% SD: 4.8%

Expected	Actual
EL: 3.4% RF: 5.4% HM: 10.9% SD: 7.2% **Baseline** All: 7.2% AA: 16.8% LI: 10.4% Hisp: 7.0% FY: 15.7% White: 6.3% EL: 4.6% RF: 6.6% HM: 14.9% SD: 11.2%	Overall, the district and all groups are currently meeting the targets for this year.
Metric/Indicator 2.3.c Climate: Maintain/reduce the rate of expulsions to 0.1% or less. **19-20** Maintain <0.1% **Baseline** <0.01%	The district has less than 0.1% expulsions for the year and met the target. All: All students AA: African American students LI: Low income students Hisp: Hispanic/Latino students FY: Foster youth students White: White students EL: English learner students RF: Reclassified fluent EL students HM: Homeless students SD: Students with disabilities

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3.5 Expand/refine regional support centers to address non-academic needs of students at schools with more than 40% targeted students based upon an analysis of best practices and student needs. Research-based and culturally appropriate supports and interventions will be implemented for students who would otherwise lose class time due to their behavior. A special focus will be given for tier 3 interventions at the primary level with the addition of social-emotional support technicians. Focus on increasing social-emotional learning opportunities for students will be strengthened.	Cert Salary/Subs: $2,534,320 Class Salary: $406,446 Benefits: $1,316,624 Materials: $52,691 Contracts: $48,800 Supplemental $2,855,814 CEIS (Spec Ed) $1,145,534	Cert Salary/Subs: $2,408,344 Class Salary: $368,659 Benefits: $1,162,001 Materials: $19,125 Contracts: $25,245 Supplemental $2,816,443 CEIS (Spec Ed) $952,243

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Regional support center staff includes elementary counselor, social worker, psychologist, mental health therapist, social-emotional support intervention technician and nurse.	Title IV $120,207 1x money $237,326	Title IV $72,736 MTSS $141,952
2.3.10 Expand targeted social-emotional and behavioral supports for elementary and middle school students on a referral basis based upon an analysis of best practices and student needs. Staffing includes social workers, social-emotional intervention technician and behaviorist.	Cert Salary/Subs: $248,157 Class Salary: $18,680 Benefits: $110,406 Materials: $ Contracts: $ Base $351,061 CEIS (Spec Ed) $26,182	Cert Salary/Subs: $255,275 Class Salary: $22,897 Benefits: $135,644 Materials: $ Contracts: $ Base $372,783 CEIS (Spec Ed) $41,033
2.3.15 Deepen support to address drug, alcohol, etc. issues with students based on an evaluation of need and effective models (in conjunction with the Multi-Tiered System of Supports {MTSS}).	Cert Salary/Subs: $1,760 Class Salary: $64,417 Benefits: $38,791 Materials: $13,343 Contracts: $19,021 Supplemental $137,332	Cert Salary/Subs: $ Class Salary: $56,782 Benefits: $37,222 Materials: $3,386 Contracts: $6,480 Supplemental $103,870
2.3.20 Provide on-site resources at high schools to address chronic behavior concerns based upon an analysis of best practices and student needs.	Cert Salary/Subs: $594,374 Class Salary: $7,246 Benefits: $302,200 Materials: $ Contracts: $ Base $283,798 Supplemental $620,022	Cert Salary/Subs: $567,231 Class Salary: $7,391 Benefits: $226,054 Materials: $ Contracts: $ Base $231,202 Supplemental $569,474
2.3.30 Expand Learning Support Team (LST) models that coordinate academic, social-emotional, and behavioral support for targeted	Cert Salary/Subs: $338,748 Class Salary: $3,779	Cert Salary/Subs: $265,231 Class Salary: $

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students; focus on increasing participating schools and deepening implementation for those already trained. • Continue regional/pilot learning support teams • Training for all additional school teams • On-site coaching for school teams	Benefits: $155,274 Materials: $12,690 Contracts: $10,047 Supplemental $420,538 Supplemental C/O $150,000	Benefits: $108,734 Materials: $634 Contracts: $2,059 Supplemental $376,658
2.3.35 Expand professional development (PD) for school staff and create behavior teams to address alternatives to suspension and early intervention for students who receive multiple days of suspension. Refine and expand a tiered behavior intervention model for students with significant behavior concerns that includes school staff, the student, their family, and district and community supports. This tiered approach includes positive behavior, restorative and trauma informed practices (in conjunction with the Multi-Tiered System of Supports.)	Cert Salary/Subs: $28,331 Class Salary: $109,026 Benefits: $58,004 Materials: $29,553 Contracts: $59,702 Base $23,662 Supplemental $104,198 Title IV $156,756	Cert Salary/Subs: $16,353 Class Salary: $108,927 Benefits: $50,795 Materials: $20,970 Contracts: $8,308 Base $9,572 Supplemental $41,577 Title IV $154,204

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Creation of a Positive Behavioral Interventions and Supports (PBIS) Distance Learning instructional video for families
- Creation of PBIS Distance Learning handbook for families

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Evidence-based and culturally appropriate supports and interventions continued to be implemented in distance learning for students and families who the district made contact with and who would otherwise lose class time due to their behavior and social emotional needs

- Development and refinement of a check-in/check-out program with the social-emotional support technicians utilizing a data-based approach assisted 14 students with their distance learning with more students to be served with increasing the team's capacity
- Student support center staff served a vital role on the safety net teams at their sites ensuring all students received the necessary level of support
- Teen substance abuse intervention services successfully provided at 11 high schools with data showing that 56% of students who completed the program decreased their behavior incidents by one or more incidents and 52% of students increased their attendance by one or more days
- Expanded targeted social-emotional behavior supports for elementary and middle school students from 10 low density sites in 2018-2019 to 11 sites in 2019-2020
- Expanded Positive Behavioral Interventions and Supports (PBIS) trauma-informed professional development training from 18 school sites to 25 school sites to help decrease student suspensions
- Expanded Restorative Practices professional development training to help decrease student suspensions
- The 9 comprehensive high schools have a full complement of social workers, school community intervention specialists, counselors, student intervention teachers and attendance clerks to address chronic behavior concerns

Identified challenges include:
- Limitation on outreach beyond phone calls, texts, home visits and emails due to pandemic safety restrictions
- Inability to use universal screeners once schools closed resulting in most services being accessed via emails and/or through a referral system at the school site or district level

Actions/Services not implemented due to COVID-19:
- Cancellation of 3 Recovery Happens substance use prevention presentations at 2 high schools

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, the district overall and for all student groups decreased its rate of home suspensions. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended targets overall and for all student groups except foster youth to decrease its rate of home suspensions.
When comparing our baseline data to our 2019-2020 actual data, the district overall and for all student groups decreased its rate of in-school suspensions. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district overall and for all student groups met its intended targets to decrease its rate of in-school suspensions.
When comparing our baseline data to our 2019-2020 actual data, the district has maintained a less than 1% rate for student expulsions. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its target to maintain a less than 1% rate for student expulsions.

Goal 13

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 4: Improve the safety, climate, and collaborative culture of the district and of school sites.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Climate perceptions, equity perceptions

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.4.a Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding student safety (to 95%). **19-20** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools **Baseline** Parents: 100% of schools Staff: 48% of the schools Students: 51% of the schools	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participants indicating they agree or strongly agree with the statements related to school safety are as follows: Parents: 96.8% Staff: 82.5% Students: 82.5% The district met the target for parents. The district did increase the percent of schools with at least 75% of the participates indicating they agree or strongly agree for both staff and students, but neither group met the target for this year.
Metric/Indicator 2.4.b Facilities: Increase the rate of schools with Exemplary/Good ratings as measured by the FIT tool to 100%. **19-20** 100% **Baseline** 96% of the schools	The district had 100% of its facilities with a good or exemplary rating (according to the facilities inspection FIT tool). The district met the target for the year.
Metric/Indicator	On the 2019-2020 district surveys (completed in January 2020), the percent of schools with at least 75% of the participants indicating they

Expected	Actual
2.4.c Climate: Increase the percent of schools with at least 75% of staff, students and parents indicating agree or strongly agree on the district surveys regarding a positive school culture (to 95%). **19-20** Parents: 95% of schools Staff: 95% of the schools Students: 95% of the schools **Baseline** Parents: 71% of schools Staff: 48% of the schools Students: 46% of the schools	agree or strongly agree with the statements related to school culture are as follows: Parents: 88.9% Staff: 79.4% Students: 46.0% The district did not meet the targets for any of the groups this year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4.5 Expand comprehensive assessment and analysis of campus climate and identification of actions and services needed to create greater collaboration, greater cohesion and healthy school environments. Continue effective actions/services from prior years.	Cert Salary/Subs: $23,631 Class Salary: $ Benefits: $3,824 Materials: $179 Contracts: $52,366 Supplemental $80,000	Cert Salary/Subs: $3,856 Class Salary: $28 Benefits: $750 Materials: $2,646 Contracts: $69,542 Supplemental $76,822
2.4.10 Maintain staff to strengthen the work of addressing barriers to student achievement through culturally and linguistically responsive practices and policies, increasing access to high-quality and engaging programs, and improving the climate for all students.	Cert Salary/Subs: $155,278 Class Salary: $78,328 Benefits: $101,409 Materials: $3,512 Contracts: $2,020 Supplemental $340,546	Cert Salary/Subs: $158,384 Class Salary: $36,691 Benefits: $75,991 Materials: $ Contracts: $584 Supplemental $271,650
2.4.15 Expand training on cultural responsiveness and equity for district and school staff to promote resiliency and supportive relationships between staff and students and to change policies, practices, programs	Cert Salary/Subs: $130,683 Class Salary: $22,844	Cert Salary/Subs: $49,161 Class Salary: $115,256

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and decisions to reduce the predictability of which students fail by eliminating barriers and increasing access for our unique populations. Ensure instructional and non-instructional staff are included.	Benefits: $38,465 Materials: $11,022 Contracts: $197,226	Benefits: $49,933 Materials: $14,943 Contracts: $144,773
	Supplemental $270,240	Supplemental $247,232
	Supplemental C/O $130,000	Supplemental C/O $126,834
2.4.20 Provide funds and support for schools to develop and/or implement anti-bullying programs at their sites; allocate funds with focus on highest-density schools.	Cert Salary/Subs: $7,580 Class Salary: $48,605 Benefits: $24,622 Materials: $14,799 Contracts: $14,749	Cert Salary/Subs: $1,755 Class Salary: $41,279 Benefits: $21,096 Materials: $17,240 Contracts: $4,220
	Supplemental $110,355	Supplemental $85,590
2.4.25 Continue post-arrival services for refugee and immigrant students based on student need and enrollment trends. Services include high school and adult education placement and transition support. Pilot bridge program linked to adult education for 17-year old newcomer English learner (EL) students. CalNew state grant funds will be used to support the transition of refugee newcomer students and families.	Cert Salary/Subs: $269,691 Class Salary: $274,058 Benefits: $254,565 Materials: $133,909 Contracts: $143,150	Cert Salary/Subs: $341,539 Class Salary: $254,672 Benefits: $256,481 Materials: $26,394 Contracts: $125,287 Indirects: $29,498
	Supplemental $249,617	Supplemental $84,309
	Title III: Immigrant $150,090	Title III: Immigrant $124,774
	California Newcomer Education and Well-being $700,800	California Newcomer Education and Well-being $824,788
2.4.30 Continue agreed-upon site leadership team trainings and administrator-site representative support designed to improve the collaborative culture in order to increase student achievement.	Cert Salary/Subs: $40,000 Class Salary: $ Benefits: $6,472 Materials: $6,500 Contracts: $21,023	Cert Salary/Subs: $26,846 Class Salary: $45 Benefits: $6,159 Materials: $392 Contracts: $10,274

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental $73,995	Supplemental $43,716
2.4.35 Maintain personnel providing campus supervision to ensure a safe and collaborative campus climate based on need and available funds. Expand supervision support at high need elementary schools (>50% unduplicated pupils).	Cert Salary/Subs: $ Class Salary: $377,801 Benefits: $270,665 Materials: $ Contracts: $ Base $567,162 Supplemental $81,304	Cert Salary/Subs: $ Class Salary: $322,923 Benefits: $225,262 Materials: $ Contracts: $ Base $495,599 Supplemental $52,586
2.4.40 Continue to review and address facility needs based upon findings from the FIT tool; promptly address findings below “good” rating.	No additional resources needed	No additional resources needed
2.4.45 Ensure students with disabilities can participate with peers during recreational periods during the school day (e.g., recess, lunch) in order to ensure connectedness of students with the school.	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $30,000 Contracts: $ Supplemental C/O $30,000	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $3,302 Contracts: $ Supplemental C/O $3,302
2.4.50 Improve campus climate and safety through a consistent team of community safety specialists who support schools regionally, working with school staff, students and parents to improve campus climate and better meet the needs of the school community. Explore partnerships and processes to increase student safety to and from school.	Cert Salary/Subs: $27,470 Class Salary: $736,823 Benefits: $447,361 Materials: $35,950 Contracts: $372,795 Indirects: $ Base $1,338,216 Supplemental $131,392	Cert Salary/Subs: $14,665 Class Salary: $661,937 Benefits: $388,070 Materials: $27,459 Contracts: $205,088 Indirects: $16,500 Base $1,047,725 Supplemental $129,041

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental C/O $150,791	Supplemental C/O $136,953

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services that were not implemented were expended on other actions and services through the end of the school year. Specifically, budgeted actions and services were adjusted, adapted, abandoned or created based on what was needed to support students (including low-income, English learner and foster/homeless students) families, teachers, and staff during COVID-19. Additional funds that were not allocated in the LCAP for this action were spent as follows:

- Implementation of 8 community listening sessions after the death of George Floyd to help heal and strengthen the school community

Remaining funds allocated for this action were not spent due to the impact of COVID-19

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- Provision of extra hours for campus monitors at 26 high needs/low income elementary and K-8 schools
- Safe Schools Ambassadors (11 schools), California Lawyers for the Arts Youth Mediators (8 schools) and Olweus Bullying Prevention support (2 schools) implemented/supported until campuses closed March 12, 2020 due to the pandemic
- Continued climate improvement for all students through the implementation of the equity task force recommendations and through its partnerships with community organizations including the National Association for the Advancement of Colored People (NAACP), Black Youth Leadership Project, Improve Your Tomorrow (IYT), Mutual Assistance Network (MAN), Epoch Education and California State University, Sacramento
- Expansion of culturally responsiveness and equity training for district and school staff to promote resiliency and supportive relationships between staff and students and to remove barriers and increase access for its unique student populations
- The creation of an 8 point commitment to educational justice developed as a result of 8 listening sessions conducted In June 2020, with 350 students, parents and staff after the death of George Floyd
- School sites who encountered hate-type incidents were supported to find ways to help heal and strengthen the school community
- Using the community safety specialist model and the district climate survey results, high school students and staff show significant growth in knowing what to do in an emergency. Across the district, growth was also seen in both students and staff indicating safety concerns are addressed appropriately at their schools
- Securing of "A Safe Routes to School" grant allowing for continued work to identify barriers to student's travel path to and from school and to improve transportation safety practices
- Site leadership team training to improve collaborative culture in order to increase student achievement was held with 63 of 64 schools in attendance

Identified challenges include:

- Cancellation of some anti-bullying programs due to the pandemic
- Attendance drop in Equity Professional Learning due to distance learning and the cancellation of summer training opportunities
- Post-arrival services for refugee and immigrant students and families to help transition into American society continued virtually but program components were limited due to the pandemic and safety concerns
- A career pathways pilot bridge program was developed (medical assistant, office assistant and teacher assistant) to assist newcomers with transitioning into the workforce. Eighteen parents signed up but due to the lack of English proficiency, the parents were disqualified by the Comprehensive Adult Student Assessment System (CASAS) test

Actions/Services not implemented due to COVID-19:

- Spring training for school safety ambassadors
- Equipment purchased to positively impact recess and lunch inclusion for students with disabilities was not used at Cameron Ranch Elementary School

Actions/Services not Implemented for other reasons:

- Campus monitors at some school sites due to vacancies

Overall effectiveness:
When comparing our baseline data to our 2019-2020 actual data, results show an increase, with the exception of parents, in the percent of schools with at least 75% students, parents, and staff indicating agree or strongly agree on the district survey regarding school safety. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district, with the exception of parents, did not meet its intended targets to increase the percent of schools with at least 95% students, parents and staff indicating agree or strongly agree on the district survey regarding school safety.
When comparing our baseline data to our 2019-2020 actual data, the district increased the Good/Exemplary rating for its facilities by 4% as measured by the FIT tool. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district met its intended target of 100% of schools with a Good/Exemplary rating for its facilities.
When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percent of schools with at least 75% of students, parents and staff indicating they agree or strongly agree on the district survey regarding a positive school culture. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended target to increase the percent of schools with at least 95% of students, parents and staff indicating they agree or strongly agree on the district survey regarding a positive school culture.

Goal 14

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 5: Increase the degree of parent/guardian and student voice across all schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Participation in input/feedback process

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.5.a Parent/Guardian Involvement: Increase the opportunities of parents/families to provide input to school/district programs based on district parent survey (to 90%). **19-20** Number of Parent Surveys: 11504 Percent indicating opportunities: 77.2% **Baseline** Number of Parent Surveys: 9486 Percent indicating opportunities: 69.2%	On the 2019-2020 district parent surveys (completed in January 2020), a total of 13,208 surveys were received. The percent of parents indicating opportunities to give input was 79.2%. Targets for both the number of surveys and the percent of parents indicating opportunities were met for this year.
Metric/Indicator 2.5.b Student Involvement: Increase the number of students involved in providing input/feedback in decision-making processes. **19-20** Number of students involved: 500 **Baseline** Based on limited information, approximately 150 students were involved in providing input/feedback in decision making processes in 16-17.	Student voice is being included in a number of different places. Over 17,000 students responded in the annual district survey process with 53.5% indicating that their school listens to student input on important decisions. Approximately 20 students participated and gave feedback to the district as part of the LCAP forums held in the fall of 2020. Additionally, 5 students serve as members of the LCAP PAC and an additional 5 students were part of the district strategic planning group in the fall of this year. There are approximately 110 students who provide input/feedback in decision making in district level committees including Pride PAK,

Expected	Actual
	Learning Communities for School Success, Students with a Voice, and the Superintendent's Student Advisory Council. An additional 50-60 students meet as a district student council four times per year and provide the district with valuable feedback. Overall the district has increased student voice, but did not meet the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.5.5 Continue Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) meetings to review and refine the district's LCAP plan under the direction of the Director of Continuous Improvement and LCAP and assistant.	Cert Salary/Subs: $101,377 Class Salary: $43,010 Benefits: $69,127 Materials: $6,202 Contracts: $7,059 Supplemental $226,775	Cert Salary/Subs: $139,295 Class Salary: $36,944 Benefits: $82,933 Materials: $3,822 Contracts: $22,036 Supplemental $285,030
2.5.10 Increase alignment among the district Strategic Plan, Local Control and Accountability Plan (LCAP) and school site plans.	Cert Salary/Subs: $4,500 Class Salary: $2,567 Benefits: $1,782 Materials: $3,644 Contracts: $26,615 Supplemental $39,108 Supplemental C/O $20,000	Cert Salary/Subs: $8,163 Class Salary: $2,713 Benefits: $2,283 Materials: $11,018 Contracts: $6,351 Supplemental $25,676 Supplemental C/O $4,852
2.5.15 Deepen practices that result in authentic conversation and reflection around insight, input, and feedback on key initiatives and classroom climate with students, parents, staff, and community including: • Listening circles involving students, parents, and staff • Student leadership groups (e.g., Pride PAK, Black Visionary Leaders, Students with a Voice, Superintendent's Student	Cert Salary/Subs: $16,488 Class Salary: $4,500 Benefits: $4,421 Materials: $7,884 Contracts: $51,182	Cert Salary/Subs: $1,890 Class Salary: $33,737 Benefits: $21,829 Materials: $132 Contracts: $16,707

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Advisory Council, district student council) • Student school/classroom reflections/surveys	Supplemental $84,475	Supplemental $74,295
2.5.20 Review and refine opportunities for student voice in district level decisions by strengthening district student council as a representative body, establishing guidelines to minimize overlap of district student groups and improving communication of both internal and external student leadership opportunities in order to ensure equitable participation of student groups.	Cert Salary/Subs: $1,636 Class Salary: $1,900 Benefits: $1,045 Materials: $2,978 Contracts: $27,522 Supplemental C/O $35,081	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $1,271 Contracts: $8,469 Supplemental C/O $9,740
2.5.25 Based upon the recommendations, further action may be considered in fall 2019.	No additional resources needed	No additional resources needed
2.5.30 Identify and implement best practices and supports for creating a clear flow of academic data and support information between teachers, parents and students using a variety of media.	No additional resources needed	No additional resources needed

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The Equity department continues to deepen practices resulting in authentic school climate conversations and reflection with students, parents, staff and community. The Equity department supports site level clubs such as Gay Straight Alliance (GSA) and Black Student Union (BSU) and facilitates the Pride PAK and the Superintendent's Student Advisory Council (SSAC)
- The ThoughtExchange survey tool, student-created surveys, and listening sessions were used this year by the Equity department to gather voice at various school sites
- Alignment between the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP) was strengthened through the 3 regional forums that helped the 60 participating schools identify their site needs and explore additional resources and improvement strategies. All schools, including those identified for Comprehensive Support and Improvement (CSI) and Alternative Targeted Support and Improvement (ATSI), will address areas of concern in their 2020-2021 SPSAs
- A comprehensive review and revision of the Strategic Plan via a task force comprised of staff, students, parents, and

community members took place resulting in an updated mission statement and newly created focus areas which will be used to develop the new three-year LCAP

Identified challenges include:

- LCAP PAC members participated in regional forums, and analyzed state and district data in order to provide key considerations for the new 2020-2021 LCAP until the state of California suspended the 2020-2021 LCAP due to the pandemic
- Cancellation of some activities to lift student voice due to the pandemic

Actions/Services not implemented due to COVID-19:

- Cancellation of Annual Student Empowerment Day to build student leadership in clubs and other extracurricular activities

Overall effectiveness:
When comparing our baseline to our 2019-2020 actual data, results of the district survey for parents show an increase of 10% of parents/families stating they had opportunities to provide input to school/district programs. When comparing our 2019-2020 targets to our 2019 actual data, results of the district survey for parents show that the district met its intended target of 77.2% of parents/families stating they had opportunities to provide input to school/district programs
Student voice is being included in a number of different places. Over 17,000 students responded in the annual district survey process with 53.5% indicating their school listens to student input on important decisions. When comparing our baseline to our 2019-2020 actual data, the district increased the number of students involved in providing input and feedback in the decision-making process. When comparing our 2019-2020 target to our 2019-2020 actual data, the district did not meet its intended target to have 500 students involved in providing input and feedback in the decision-making process.

Goal 15

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.
Focus 6: Increase parent/guardian engagement in schools, particularly among parents/guardians of students in targeted groups.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Translation service availability; participation in adult ESL classes

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.6.a Parent/Guardian Involvement: Increase parents who reported on the district survey opportunities to be involved at the school to support their student's learning, including parents/families of low-income students, foster youth, homeless youth, English learners and students with exceptional needs (to 90%). **19-20** All Schools: 90.0% School Over 55% Poverty: 90.0% **Baseline** All Schools: 76.8% School Over 55% Poverty: 82.0%	On the 2019-2020 district parent surveys, the percent of parents indicating that they had opportunities to be involved at the school to support their students' learning are as follows: All schools: 80.5% Schools Over 55% poverty: 80.5% The district did not meet the targets for this year.
Metric/Indicator 2.6.b Parent/Guardian Involvement: Increase the percent of English learner parents who indicate availability of materials and services in their language (to 90%). **19-20** 82.0% **Baseline** 62.0%	On the 2019-2020 district parent surveys, the percent of parents who speak a language other than English indicated that materials and services are available in their language was 70.7%. The district did not meet the target for this year.

Expected	Actual
Metric/Indicator 2.6.c Parent/Guardian Involvement: Increase number of participants in the Adult Education ESL classes. **19-20** 1186 participants **Baseline** 2016-2017: 1096 participants	As of March 1, 2020, there were 2,493 participants in the Adult Education English as a Second Language (ESL) classes. The district met the target for the year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.6.5 Create, sustain or expand family education and leadership development opportunities, with an emphasis on parents/guardians from schools with 50% or more low income students. Provide online learning opportunities and community resources through online Family Resource Centers and provide resources to existing Family Resource Centers.	Cert Salary/Subs: $5,776 Class Salary: $12,400 Benefits: $6,079 Materials: $28,690 Contracts: $35,026	Cert Salary/Subs: $2,259 Class Salary: $13,267 Benefits: $5,183 Materials: $9.901 Contracts: $34,558
Pilot targeted parent support program focused on increasing understanding of US school system and how parents can support student's learning.	Supplemental $82,971	Supplemental $65,168
2.6.20 Increase family engagement, parent education and leadership development through Parents Empowering Parents workshops and participation in district Data Equity Walks.	Cert Salary/Subs: $7,718 Class Salary: $2,782 Benefits: $2,455 Materials: $5,089 Contracts: $5,879 Supplemental $23,923	Cert Salary/Subs: $ Class Salary: $ Benefits: $ Materials: $ Contracts: $670 Supplemental $670
2.6.40 Deepen and support use of Academic Parent Teacher Teams (APTT) data conferencing model to current participating Title I elementary/K-8 sites. Expand to additional mid-to-high poverty sites over time. Provide additional support for APTT teachers and	Cert Salary/Subs: $5,834 Class Salary: $2,658 Benefits: $2,236	Cert Salary/Subs: $308 Class Salary: $484 Benefits: $177

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
administrators in structuring their conferences and developing learning at home activities.	Materials: $26,582 Contracts: $27,739 Supplemental $65,049	Materials: $621 Contracts: $12,958 Supplemental $14,548
2.6.45 Ensure continued support for family involvement projects, including strategies shown to be effective, which focus on engaging and supporting parents of targeted students. Ongoing implementation of a Parent Ambassador program to provide focused outreach to families of underrepresented students grades 5-11 to increase on-time graduation and participation in college preparatory courses.	Cert Salary/Subs: $1,000 Class Salary: $203,075 Benefits: $93,855 Materials: $32,734 Contracts: $9,980 Supplemental $320,644 Supplemental C/O $20,000	Cert Salary/Subs: $96 Class Salary: $202,352 Benefits: $108,222 Materials: $8,783 Contracts: $6,577 Supplemental $317,521 Supplemental C/O $8,509
2.6.50 Continue translation services as needed; assess need for additional translation support and hire as needed to meet the needs of new growing language groups within San Juan.	Cert Salary/Subs: $ Class Salary: $356,609 Benefits: $218,352 Materials: $2,500 Contracts: $131,300 Supplemental $325,141 Title III: English Learner $383,620	Cert Salary/Subs: $ Class Salary: $369,529 Benefits: $222,783 Materials: $ Contracts: $73,354 Supplemental $311,464 Title III: English Learner $354,202
2.6.55 Continue schools in order to better serve families interested in participating in Adult Education English learner classes (5,15-hr/wk classes). Provide child care to maximize parent engagement.	Cert Salary/Subs: $25,487 Class Salary: $16,000 Benefits: $34,382 Materials: $15,352 Contracts: $ Supplemental $91,221	Cert Salary/Subs: $23,662 Class Salary: $32,694 Benefits: $13,569 Materials: $ Contracts: $ Supplemental $69,925

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for actions and services were implemented through the end of the school year as planned. Remaining funds allocated for this action were not spent due to the impact of COVID-19.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Identified successes include:

- The Family and Community Engagement department provided 13 districtwide trainings for parents, staff and students impacting over 950 families. Training topics included engaging African American families, navigating special education and parent advocacy
- A Parent Leadership Academy was offered with 85% of participants from high density schools
- The Parent Ambassador Program continued during distance learning providing focused outreach to families of underrepresented students in grades 5-11 to increase on-time graduation and participation in college prep courses. This program also serves surrounding middle and elementary schools to bridge parent and school connections for student transitions
- Family engagement and leadership development opportunities to support academic learning and social-emotional well-being continued this year. Due to distance learning, additional online workshops took place including how to use Chromebooks, accessing google classrooms, navigating the parent portal, and academic software instruction. The virtual environment increased family participation

Identified challenges include:

- Increased demand for translation services using remote platforms due to the pandemic
- Family engagement opportunities cancelled due to the pandemic
- English learner adult education classes continued remotely due to the pandemic with the district pivoting to provide Chromebooks and technology training to participants

Actions/Services not implemented due to COVID-19:

- Winter and Spring Academic Parent-Teacher teams (APTT) conferences were cancelled
- Family engagement mini-grants were awarded at 8 school sites to support a family enrichment activity but only 4 sites were able to use these funds

Overall effectiveness:

When comparing our baseline data to our 2019-2020 actual data, results show an increase in the percentage of parents at all schools who reported opportunities to be involved at the school to support their student's learning. However, results also show a decrease in the percentage of parents at high poverty schools who reported opportunities to be involved at the school to support their student's learning. When comparing our 2019-2020 targets to our 2019-2020 actual data, the district did not meet its intended targets to increase its percentage of parents at all schools and at high poverty schools who report opportunities to be involved at the school to support their student's learning.

When comparing our baseline data to our 2019-2020 actual data, results show the district increased its percentage of English learner parents who indicate availability of materials and services in their language. When comparing our 2019-2020 target to our 2019-2020 actual data, the district did

not meet its intended target to increase its percentage of English learner parents who indicate availability of materials and services in their language.
When comparing our baseline data to our 2019-2020 actual data, results show an increase of 1,397 participants in adult education English as a second language (ESL) classes. When comparing our 2019-2020 target to our 2019-2020 actual data, results show the district exceeded by 1,307 participants its intended target to increase the number of participants in adult education English as a second language (ESL) classes.

Annual Update for the 2020–2021 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-2021 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of safety supplies/PPE.	$1,250,000	$2,450,696	No
Implemented COVID-19 specific safety training and protocols for all employees.	No additional cost	No additional cost	No
Summer program for eligible low-income students with emphasis on recovery from experienced learning loss.	$500,000	$1,000,000	Yes
Before or after school tutoring for eligible students attending Title I sites (site Title I funds).	$500,000	$352,455	Yes
Small group instruction and support of instructional assistants at Title I sites.	$750,000	$759, 558	Yes
Intervention specialists to provide direct re-teaching, remediation and pre-teaching to mitigate learning gaps.	$2,000,000	$2,212,572	Yes
Purchase of additional furniture for social distancing for lunch.	$1,400,000	$1,205,480	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Following are the descriptions for substantive differences between the planned actions and/or budgeted expenditures for the in-person instructional offerings and what was implemented and/or expended on the actions:

- The district purchased safety supplies and personal protective equipment (PPE) and expended $1,009,304 over the budgeted amount of $1,250,000 due to the pandemic lasting longer than anticipated thereby increasing the need for safety and PPE supplies
- The district purchased additional furniture for social distancing during lunch, but anticipated costs were lower than expected resulting in $1,205,480 spent from the budgeted amount of $1,400,000
- Before and after school tutoring occurred virtually resulting in reduced site costs
- Summer program for eligible low-income students with emphasis on recovery was implemented as planned and costs exceeded the budgeted amount of $500,000 by $500,000 due to the increased number of participating school sites and students

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-2021 school year.

Following are the descriptions of the successes and challenges in implementing in-person instructional offering using state and local data as well as feedback from stakeholders:

Successes:

- Continued adjustments in health orders and guidelines provided a moving target to secure what was necessary to begin in-person learning. These challenges were met and exceeded by the district having a completed safety plan by site that directed the materials to be supplied and used while in-person learning was in progress
- With the increased number of single place desks purchased, the 6’ and 3’ social distance guidelines were achieved allowing the district to offer in-person and expanded in-person instruction
- Small group instruction and support from instructional assistants occurred virtually. Instructional assistants participated in synchronous instruction through Zoom break out rooms
- Intervention specialists provided direct re-teaching, remediation, and pre-teaching to mitigate learning gaps
- District staff received COVID-19 specific safety training and protocols
- Teachers reported students who attended tutoring showed greater assignment completion
- Students received hands-on Science, Technology, Engineering and Math (STEM) kits with easy-to-follow guides in English and Spanish for summer school. Virtual support was available through drop-in office hours and videos. The program included parental involvement components

Challenges:

- Continued adjustments in health orders and guidelines provided a moving target to secure what was necessary to begin in-person learning
- The volume of desks and logistics to meet the timeline for cohorts created challenges, and teachers experienced disruptions in their teaching spaces
- Providing small group instruction virtually to Title 1 sites, with limited synchronous time, was an obstacle to student engagement
- Student engagement and participation were challenging for providing remediation
- There was no accountability report or follow-up available as to how many staff participated in the automated online COVID-19 training
- Before or after school tutoring student attendance was low and sporadic
- Due to the pandemic, eligible low-income students' enrollment in summer school was less than expected. It was challenging to connect with students virtually or monitor progress as check-ins were voluntary

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In elementary, 24 teachers moved from traditional school model to homeschool. These teachers attended two days of professional development.	$100,000	$15,625	Yes
Two lead teachers will receive stipends for supporting and training 24 homeschool teachers. $1,500 monthly stipend times two teachers.	$100,000	$40,891	Yes
Foster Youth department and McKinney-Vento focused on improving the customer service to our families who are in most need. Staff is tracking the students they serve in a data format and checking daily to ensure access to devices and connectivity. The staff divided the students among staff to reach out by calling families to ensure they have what they need and delivering devices and supplies as necessary.	$556,789	$540,786	Yes
Students experiencing homelessness are monitored by Title I funded staff and provided support for basic learning needs, such as school supplies, and counseling/intervention services as needed, virtually. The action contributes to increased services as this support is available only to students eligible for free/reduced lunch.	$220,672	$220,032	Yes
Sites are using supplemental state and federal dollars to purchase learning at home supplies, for students eligible for free/reduced lunch, to increase engagement, productivity and access to and with instruction, examples of these items include white boards, markers, earbuds, pencils, crayons, paper, etc.	$200,000	$858,000	Yes
Additional technology resources and tools were purchased to support teachers during distance learning: Zoom, Seesaw, Mystery Science, Screencastify, Kami, Pear Deck, etc.	$281,665	$362,156	Yes
Purchased additional licenses of APEX for chemistry, physics, health.	$217,644	$217,644	Yes
Additional purchase of hotspots and related service costs, continued use of all purchased hotspots for the full school year; it may change depending on whether in-person instruction is allowed in the future.	$200,000	$776,035	Yes
Additional purchase of Chromebooks (15,000 devices), touchpad Chromebooks (6,100 devices) and headphones to provide every student with their own device, if they did not already have one.	$6,000,000	$10,077,648	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Selected teachers created online, asynchronous lessons (lesson bank); 80 teachers paid $4,000 stipend (plus 16 reviewers paid on timecard).	$400,000	$582,123	Yes
Ongoing professional development provided for all teachers and leaders around distance learning technology resources and tools such as Zoom, Seesaw, Google Classroom, iReady, IXL, etc.	No additional cost	No additional cost	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Following are the descriptions for substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions:

- The district purchased learning at home supplies and expended $658,000 over the budgeted amount of $200,000 due to being in distance learning longer than anticipated
- The district budgeted $100,000 for stipends for two lead homeschool teachers and training for homeschool teachers, but only expended $41,000 due to these costs being less than anticipated
- Twenty-four homeschool teachers moved from traditional school to the homeschool model and required support and training beyond the initial two-day training so weekly trainings were implemented. The district budgeted $100,000, but only expended $15,625 due to these costs being less than anticipated
- The district paid select teachers to create online, asynchronous lessons (lesson banks) and expended $280,000 over the budgeted amount of $400,000 due to the addition of six hours of distance learning professional development training required, revisions to the created lessons, and additional costs of lesson screeners and reviewers
- The district purchased hotspots for internet access and expended $576,000 over the budgeted amount of $200,000 due to the ongoing monthly costs for hotspot services
- The district purchased Chromebooks and touchpad Chromebooks for students and expended $4,077,000 over the budgeted amount of $6,000,000 due to the need to purchase an additional 7,760 Chromebooks

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-2021 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Following are the descriptions of the successes and challenges in implementing our distance learning program using state and local data as well as feedback from stakeholders:

Successes:

- Providing lead teachers for the large increase in homeschool enrollment (50 students to over 800 students within two months) helped to support teachers and professional development
- Homeschool families and students benefitted by more knowledgeable advisory teachers

- Homeschool lead teachers led to a strong leadership team, which led to great support for the administrator.
- Providing homeschool teachers with a strong training up-front and continual weekly check-in trainings each week provided them with an excellent foundation as advisory teachers
- Extremely high usage by both students and teachers of the additional technology resources purchased to support distance learning. The majority of the additional technology tools purchased were renewed
- The lessons created provided teachers across all grades and subjects a bank of ready to use, standards aligned asynchronous lessons and included accessible support to teachers, if needed
- The lessons created included lesson differentiation
- Hundreds of hours of professional development were provided to hundreds of teachers to support the use of distance learning tools. Teachers were able to successfully implement the tools no matter what level of user. Live trainings and recorded trainings were provided as additional support resources
- The district used a number of strategies to reengage foster and homeless youth including ensuring internet access, providing devices, and providing supplies. A summer Food-to-Learn program was created serving 400 boxes of food per month from local sites
- Ensuring students and their families had sufficient hotspots provided families with internet access who did not previously have it. Students received the same level of support regardless of socioeconomic status. Hotspots were delivered to students at their homes
- Every student had a device ensuring the continuity of education. The Technology department continues to learn and adapt going forward

Challenges:

- The additional homeschool teachers required led to higher teacher needs, and increased time and training requirements.
- The shift from in-person learning to distance learning was a tremendous challenge for teachers
- The voluntary nature of professional learning made it difficult to ensure all practitioners were supported with distance learning tools
- Varying levels of support were needed to ensure all lesson designers were able to design lessons that were aligned to standards and ready for practitioner use
- Distance learning continued longer than anticipated resulting in an insufficient number of lessons
- The district lost approximately 100 McKinney Vento (homeless) students due to distance learning
- Ensuring the district had adequate numbers of hotspots and anticipating demand to proactively order hotspots
- Hotspots incur high monthly costs
- The district experienced a high rate of lost and damaged devices loaned to students
- Distinguishing between device issues and application issues was challenging for problem resolution
- The pandemic resulted in insufficient staff to provide needed services

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Two options were provided for high school credit recovery summer program: independent study and distance learning - 2,237 students attended.	$332,323	$228,376	Yes
For grades K-8, iReady for math and English language arts (ELA): diagnostic and intervention resources; NWEA/MAP Diagnostic $100,000. For grades 9-11, IXL for math, Read & Write for Chrome was purchased to support SWD and ELD students.	$2,083,551	$1,268,748	Yes
Purchase of iReady for English language development (ELD) high school students for assessment and monitoring.	$30,000	$25,968	Yes
Purchase of ELLevation online instructional resource to support EL.	$145,000	$194,490	Yes
Foster Youth (FY) students are encouraged to participate in credit recovery to make up for credit loss during transitions. Two FY teachers work with FY to review credits and provide services. The program will be increasing from two hours per week to three hours per week due to school closures in the spring. We will be adding APEX as a tool to improve services for FY.	$282,644	$280,916	Yes
Two Foster Youth counselors work with 300 youth to provide academic advice to be on track for graduation.	$194,288	$170,890	Yes
Work groups developed essential standards for each grade level.	No additional cost	No additional cost	Yes
Tutoring support to low-income students will be provided.	$120,000	$100,000	Yes
Additional instructional materials will be provided to supplement lessons to low-income students: novels.	$50,000	$439,515	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Following are the descriptions for substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions:

- The district budgeted $332,323 for a high school credit recovery summer program, but only expended $228,376 due to a decrease in the number of students enrolled and due to a decrease in overhead costs (transportation, custodial, and clerical support) since the summer program was offered virtually
- The district budgeted $50,000 for the purchase of novels to supplement lessons, but the district spent a total of $439,515 to purchase additional instructional materials besides novels to supplement resources at all school sites

- The district budgeted $2,083,551 for the purchase of online instruction and intervention tools such as iReady for math and English language arts, IXL for math, NWEA/MAP Diagnostic, and Read and Write (to support English learners and students with disabilities) for grades K-8, but only expended $1,294,716. Purchase costs were lower than anticipated
- ELLevation, an online instructional resource to support English learners, was purchased for $194,490, which was $49,490 higher than anticipated

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-2021 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Following are the descriptions of the successes and challenges in addressing pupil learning loss using state and local data as well as feedback from stakeholders:

Successes:

- Apex is a proven credit recovery program the district has used for years. This virtual platform made it easily accessible for students who are not able to attend school
- Over eighty teachers provided virtual tutoring to over eleven hundred students who needed additional support at six high schools, three middle schools, and twelve elementary schools
- Sites receiving Title 1 allocations purchased supplemental materials to promote higher levels of engagement with asynchronous and synchronous learning. Staff reported that having these supplemental materials helped draw students into the lessons. While there is no qualitative data to show the effectiveness, parents' responses, teachers' observations, and anecdotal evidence reflect positive results
- The Read and Write online instruction and intervention tool was used extensively by English learners to support their reading comprehension, vocabulary development, and word translations in documents
- Approximately 63% of K-8 students with usage rates of 80% for grades 2-5 used iReady math personalized instruction as of May 1, 2021
- Approximately 43% of K-8 students used iReady reading personalized instruction as of May 1, 2021
- For the first time, iReady was used as a progress monitoring tool for English learners at the secondary level. This allowed counselors and English language development teachers to identify students for intervention including online tutoring, credit recovery, in-person learning small groups, Saturday Academy, and upcoming 2021 summer programs. The district is considering using this year as a baseline and will continue to evaluate the effectiveness of using iReady as a monitoring tool in 2021-2022
- All teachers, specialists, and administrators were given access to the ELLevation platform in order to support being able to identify English learners (EL) not making adequate academic progress. ELLevation training was offered districtwide for basics, monitoring tools, and setting up groups and services. It is used districtwide for communication with parents in translated initial English Language Proficiency Assessments of California (ELPAC) letters; accessing all data for EL students; conducting Reclassified to Fluent Proficient (RFEP) follow-ups for all reclassified students who need monitoring; identifying at-risk Long-term English learner (LTEL) students, targeting instruction, and monitoring those enrolled in ELPAC Bootcamp; and identifying after-school intervention groups and progress monitoring
- Work groups developed essential standards for each grade level. Practitioners reported that the essential standards supported them in their initial stages of planning for distance learning, as it helped them prioritize. The essential standards

provided ways for practitioners to have vertical alignment discussions this year in order to support students' movement into the next grade level
- Implementing the revised high school graduation requirements allowed foster youth success in graduating high school. Zoom allowed counselors to conduct 1:1 meetings with foster youth and foster youth parents

Challenges:
- Student participation in virtual tutoring was less than anticipated and students who did not fully participate in distance learning also did not engage in virtual tutoring. Site by site measures were in place, but not at the central level
- Due to the pandemic, offering only online high school credit recovery summer school was the only option. Students who struggle with learning independently are not as successful in the Apex virtual platform
- Students often take a wide variety of credit recovery classes/content areas while the assigned teachers have only one content area specialty making it difficult for teachers to provide intervention out of their content area specialty
- Reaching all practitioners with training and support to leverage the use of Read and Write to its fullest extent
- The validity of using iReady as a monitoring tool for English learners through remote administration has caused minor concern across the system and will be monitored
- The optimal time for students to use iReady is 30-45 minutes per week and approximately 10% of the students met or exceeded this time
- The essential standards became a secondary priority once the school year began due to the challenges of teaching in a digital environment and the resulting primary priority to focus on student engagement
- Foster youth students who live in group homes were often disengaged and absent from group homes and attending distance learning. Group home staff were unable to get students to sign-in to distance learning. Foster youth experience trauma, and with the added trauma created by the pandemic, building relationships and supporting their needs was challenging
- Engaging foster youth in credit recovery tutoring was challenging

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year.

Following is a description of the San Juan Unified School District successes in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- Implemented Care Solace for staff and families - self-referral to external screened mental health services for mental health support
- Get Help Link on district website resulted in nearly 100 students screened and being provided with service
- Signs of Suicide Trainings - more than 300 school staff and approximately 50 parents were supplied with risk factors and protective factors for suicide
- Re-establishment of Sacramento County Children's behavioral health contract
- Inclusive and collaborative communication established among our mental health and social-emotional learning (MH/SEL) departments
- Approximately 200 teachers and administrators participated in professional development for building communities through Restorative Practices
- Practitioners learned new online platforms (Flipgrid, DoJo, ClassTag, JamBoard, etc.) to continue providing services to students and families
- Systems were developed to provide, track, and report interventions and services
- Lunch bunches provided time for students to socialize in a supervised setting
- Established a system of check-in and check-out to support students struggling with synchronous time during distance learning
- Student Support Center provided monthly newsletters to both families and staff with information and resources
- Regular check-ins and resource drop-offs for families provided by staff
- Student Support Center provided support to over 3,350 students and families (academic, behavior, social-emotional learning)

Following is a description of the San Juan Unified School District challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- Students not logging in to receive services
- Lack of confidentiality during individual sessions
- Access to students and families limited at times (families not returning calls from outreach efforts)
- Changing schedules caused disruptions in service
- Unable to utilize Social, Academic, and Emotional Behavior Risk Screeners (SAEBRs) due to distance learning format

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-2021 school year.

Following is a description of the San Juan Unified School District successes achieved in implementing pupil and family engagement in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

Identification and Resources:

- Virtual Zoom Resource Meetings (with McKinney-Vento/homeless identification as a priority) which included community support members, site administrators, Sacramento County Department of Human Assistance, Black Child Legacy, Mutual Assistance Network, social workers, McKinney-Vento, and site support staff. Through this "system of care" approach, we were able to address barriers and provide interventions related to distance learning, parent/student communication, housing, and connectivity/technology issues
- Following the Resource Meetings, Attendance Improvement Program/School Attendance Review Board (AIP/SARB) staff and additional staff, as appropriate (i.e., safe schools, school support staff) provided follow-up with family for a child welfare visit to identify needs/barriers (i.e., technology, food, child care) and provide further appropriate referrals and supports
- Home Visits as needed when allowed

Technology:

- Collaboration with Technology Services department to develop a reporting system to monitor sub-groups by race and program (English learners, foster/homeless, and low-income, etc.) for targeted intervention and resources by school site
- Focused data to identify the impact of the pandemic on sub-groups in our west end schools and facilitated collaborative meetings to promote awareness and provide additional support to those communities
- Finding new and creative ways to contact and communicate with families. i.e Google Voice and Zoom
- Arranging technology workshops for parents at school sites to teach basic computer skills and understanding of distance learning (DL)
- Attendance notification letters mailed to families which advised of students with excessive absences, offered support, and opened a dialogue between the family and school site
- Telecommunication has improved and digital follow-up is much faster while providing flexibility with scheduling meetings and getting more people into meetings at once without transportation restrictions

Empathy:

- Having a shared experience with families resulting in improved empathetic dialogue between the Attendance Improvement Program (AIP) and families/students
- Stronger relationships and an understanding of our families' resiliency, even if their successes did not match our expectations of them

Following is a description of the San Juan Unified School District challenges in implementing pupil and family engagement in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

Communication:

- Obtaining correct contact information for families
- Locating missing students/families
- Unable to have in-person individual/group meetings with students and or parents at the school site for the majority of the year due to the pandemic guidelines
- Internet connectivity and technology support - not all parents were able to help their students or get in touch with technology services (due to work hours, language barriers, etc.)
- Communicating that attendance is not always a good indicator of engagement in distance learning. Students with positive attendance have not always turned in any assignments through Google Classroom or attended Zoom meetings

Resources:

- Lack of availability and increased cost of affordable housing combined with increased need
- Limited/overloaded resources
- School Attendance Review Board (SARB)/(Partners Against Chronic Truancy (PACT)/Truancy Court were unavailable as resources for families that did not have adequate levels of engagement in distance learning

Learning in the Home:

- Providing support during distance learning to families with inadequate structure/routines/spaces to support distraction-free home learning environments
- Family schedule/parent work conflicted with hybrid pickup schedule
- Working parents having children watched by family or friends that don't emphasize distance learning or have the ability to help the children with technology
- Single parents were especially affected without the benefit of shared parental responsibility and often without the benefit of affordable childcare or having children in school physically on a full-time schedule

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-2021 school year.

Following is a description of the San Juan Unified School District successes achieved in providing school nutrition in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- USDA nationwide waivers allowed for:
  - Feeding free breakfast and lunch to students aged 0-18 years old under the Seamless Summer Option
  - Non-congregate feeding so meals could be distributed from curbside
  - Parents/guardians could pick up meals without their children present using validation methods
  - Meal Pattern Flexibilities so meals could be served if all meal pattern requirements were not met due to the unavailability of some products. Even with this waiver, children received a nutritionally adequate breakfast and lunch
  - Meal service time restrictions for breakfast and lunch to be served at the same time
- Streamlined menus to allow for easy portioning and packaging of meals to make nutritionally adequate breakfast and lunch
- Continued to serve the community from the curbside through the pandemic and school closures if students continued with distance learning
- Sending in-person student learners' home with pre-bagged meals either from the classrooms, multipurpose room, in buses, or other designated locations
- Weekend meals distributed so children have a nutritionally balanced meal for Saturdays and Sundays

Following is a description of the San Juan Unified School District challenges in providing school nutrition in the 2020-2021 school year using state and local data as well as feedback from stakeholders:

- Fewer meals served due to children/families not picking up free meals for children
- Financial
  - Loss of reimbursement revenue

    - Loss of revenue from non-program foods
    - Need to continue to cover fixed costs such as staff salaries
    - Increased expenses due to the need to purchase more carts, packaging supplies, and personal protective equipment (PPE)
    - Rising food and supply costs
- Menu options decreased due to the need to offer easy grab-and-go items (no Offer versus Serve)
- Limiting the number of staff at meal preparation and distribution locations and spreading out meal preparation and packaging stations for safety protocols
- Short notice to change menus due to availability of vendor products and increased vendor product costs

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Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Costs associated with food distribution include the purchase of 46 carts ($25, 224.68), 115 insulated bags ($11,296.86), plastic aprons, sanitizer, plastic bags, cups, lids, postage, paper, signage, and POS system upgrade.	$130,560	$152,795	Yes
Mental Health and Social and Emotional Well-Being	Care Solace services are available to students and their families to connect them with local mental health resources.	$60,000	$63,136	Yes
Mental Health and Social and Emotional Well-Being	TheraNest is utilized for our teletherapy-HIPPA and FERPA compliant electronic health record and virtual platform.	$500	$3,235	Yes
Mental Health and Social and Emotional Well-Being	The Equal Opportunity Schools (EOS) program focuses on student engagement and opportunity for underrepresented high school students. Using research-based practices and evidence, staff will close the enrollment gaps of underrepresented students in advanced placement (AP) programs.	$100,000	$99,000	Yes
All	Supplemental support staff to meet student's academic and socio-emotional needs. Staff includes co-teachers where refugee students make up a high percentage of the population. These teachers provide scaffolds to newcomers and newly emerging English speakers. Intervention Specialists and Instructional Coaches are available to ensure that students receive the differentiation that they need in order to accelerate their learning and close outcome gaps. Counselors are on hand to provide academic guidance as well as socio-emotional support to both students and families. Counselors are currently working to assist families with trauma and anxiety related to distance learning, isolation, and lack of normalcy. At the secondary level, Advocacy teachers work with disadvantaged youth to prepare them for college through AVID-like strategies	$8,100,000	$7,761,115	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	including study skills, organizational and other learning strategies.			
All	Administrative resources are provided to support the coordination of resources and staff related to assisting foster youth, providing Multi-Tiered System of Supports (MTSS), programs for low-income students, English language acquisition for English learners (EL), and basic services to maintain operations during distance learning and the transition to in-person learning. Basic services include human resources to develop and maintain an effective workforce and finance to provide equitable distribution of resources and technology to bridge the digital divide and create optimal virtual learning environments districtwide. The transition from in-person to online learning has greatly impacted professional learning, curriculum development, assessment, and instructional models. School sites with over 70% of students eligible for free or reduced meals are resourced with an Instructional Assistant Principal to promote effective teaching and learning while supporting students socio-emotionally so that they remain in classrooms and engaged in distance learning. Homeless students are monitored and provided resources through the utilization of a full-time administrator and foster youth are supported with extra personnel for intervention and supplies.	$3,371,054	$3,756,388	Yes
Distance Learning Program	Programs to lessen the impact and obstacles of distance learning for English learners (EL) have been put in place with the repurposing of Bilingual Instructional Assistants (BIAs), School Community Resource Assistants (SCRAs), and English language development (ELD) teachers to a virtual platform. The BIAs are supporting EL during online instruction, aiding parents in navigating the online system, and personally reaching out to families who are struggling to engage with a virtual platform. SCRAs are assisting with the coordination of technology for non-English speaking families, providing training to students and families, and	$664,477	$1,239,939	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	locating families who have not interacted or logged into digital classrooms. ELD teachers are providing online instruction related to English language acquisition through integrated and designated ELD.			
Pupil Learning Loss	Site allocations of supplemental funding (Title I and LCFF) for unduplicated students. These funds are used to provide intervention, extra staff support to meet community needs, parental engagement, engaging learning materials and professional learning opportunities including collaboration and lesson design. With the evident learning loss that occurred in the spring, site administrators are working with stakeholders to identify actions and budgets to reteach and accelerate learning. Each site engages in the school planning process to create a comprehensive needs assessment and identify resource inequities. The identified inequities are addressed using supplemental state and federal funds.	$5,200,000	$4,459,539	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All additional actions and budgeted expenditures were implemented and expended as planned with the exception of the following:

- The district budgeted $500 for TheraNest, but due to the increased teletherapy need at the White House and Support Center due to the pandemic, the district expended $3,235
- Sites did not spend all of their allocations due to no travel conferences, field trips, and onsite staffing as schools were closed for in-person instruction
- More staff than anticipated were repurposed to support the virtual learning platform to lessen the impact and obstacles of distance learning for English learner students

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–2024 LCAP.

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of goals and actions in the 2021-2024 LCAP. In the absence of statewide summative data in 2021, we relied on statewide summative data and local data from 2019-2021 to inform our actions, most prominently, stakeholder input. By engaging stakeholders including students, families, and staff, we were able to

better understand what students need in order to be actively engaged, feel connected, and successful in school. Some key themes that emerged across stakeholder groups included:

- Stakeholder voice and engagement
- Mental health supports
- Differentiated academic and social emotional supports
- Inclusive environments and relationship building
- College, career, and life skills

Actions were then developed, revised, and aligned to state and local data, stakeholder input themes, and our LCAP focus area goals.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–2024 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed in the 2021-2024 LCAP, especially for pupils with unique needs. This is reflected in our goals, metrics, and actions that address the academic, social and emotional, mental health, and overall basic living needs of students.
We are using a process for continuous improvement that is aligned to the LCAP and consists of answering three fundamental improvement questions and conducting rapid inquiry cycles:

- Goal: What are we aiming to achieve?
- Metrics: How will we assess progress towards achieving our goal?
- Actions: What will we do to achieve our goal?
- Test: Conduct Plan, Do, Study, Act (PDSA) cycles of inquiry to test actions.

Paying special attention to students with unique needs, actions will be monitored for effectiveness using the metrics outlined in the LCAP yearly. Additionally, progress will be tracked throughout the year by studying and analyzing formative data.

Using this approach allows us to address the gaps in learning we expect to see when we return as well as build on the new skills and assets that our students, teachers, administrators, and families have learned during COVID-19.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences between budgeted expenditures/actual expenditures and planned actions/actual actions are described within the in-person, distance learning, pupil learning loss, and additional actions sections of the Learning Continuity and Attendance Plan annual update.

Overall Analysis of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the development of the 2021-2022 through 2023-2024 LCAP.

The 2019-2020 Local Control and Accountability Plan (LCAP) and the 2020-2021 Learning Continuity and Attendance Plan (LCP) informed the development of goals and actions in the 2021-2024 LCAP. In the absence of statewide summative data in 2021, we relied on available statewide summative data and local data from 2019-2021 to inform our actions, most prominently, stakeholder input. By engaging stakeholders including students, families, and staff, we were able to better understand what students need in order to be actively engaged, feel connected, and successful in school. Some key themes that emerged across stakeholder groups included:

- Stakeholder voice and engagement
- Mental health supports
- Differentiated academic and social emotional supports
- Inclusive environments & relationship building
- College, career, and life skills

Actions were then developed, revised, and aligned to state and local data, stakeholder input themes, and our LCAP focus area goals. These actions address the academic, social and emotional, mental health, and overall basic living needs of students. To monitor progress, we are using a process for continuous improvement that is aligned to the LCAP and consists of answering three fundamental improvement questions and conducting rapid inquiry cycles:

- Goal: What are we aiming to achieve?
- Metrics: How will we assess progress towards achieving our goal?
- Actions: What will we do to achieve our goal?
- Test: Conduct Plan, Do, Study, Act (PDSA) cycles of inquiry to test

Instructions: Introduction

The Annual Update Template for the 2019-2020 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–2021 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-2022 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–2020 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-2020 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-2020, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-2020 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-2020 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–2021 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-2021 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-2021 school year, as applicable. If in-person instruction was not provided to any students in 2020-2021, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-2021 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-2021, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-2021 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-2021 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-2021 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-2021 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-2021 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of goals and actions in the 2021–2024 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–2024 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–2024 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the development of the 2021-2022 through 2023-2024 LCAP, as applicable.

Local Control and Accountability Plan

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

Local Educational Agency (LEA)	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 [2021-2022]

General Information

A description of the LEA, its schools, and its students.

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 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 growing Hispanic/Latino population and a significant number of refugees and immigrant students who speak Spanish, Russian, Arabic, Farsi, Dari, Pashto, Ukrainian, and many other languages. Approximately half of our students qualify for low-income services and are enrolled at every school campus throughout the district.

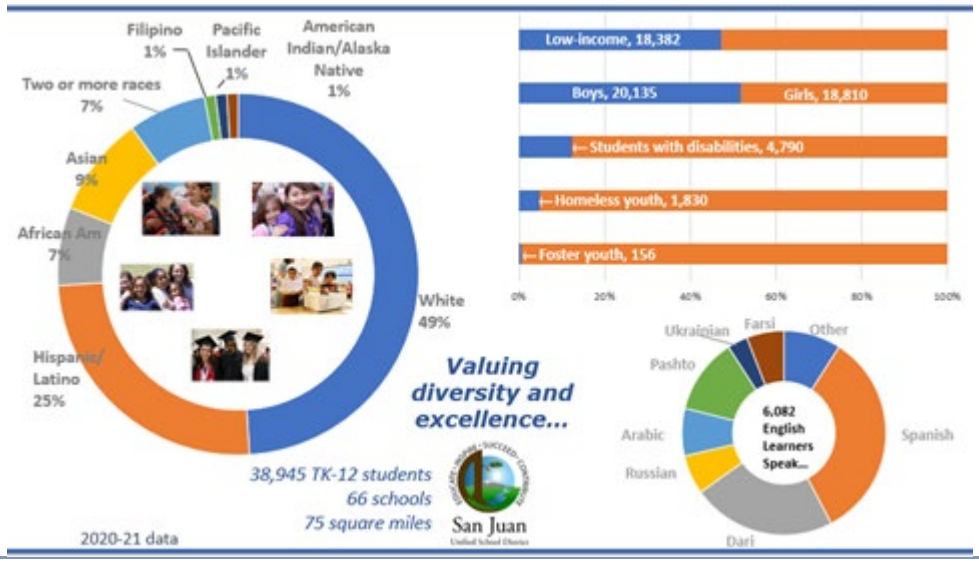
Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs, including Montessori, Spanish Dual Immersion, Artful Learning, Rapid Learner, International Baccalaureate (TK-12), CIVITAS, career technical pathways, and other specialties. Individual schools may also have a focus that includes a growing number of schools focused 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 infant/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, our academic, behavioral, and social-emotional supports continue to be strengthened through our multi-tiered system of supports (MTSS), ensuring the success of each student. With a wide variety of student needs, we are always looking for ways to ensure that San Juan's instruction and programs are engaging, relevant, and innovative, providing the support all students need to be successful. This includes increased efforts to listen to the voices of students in our process of continuous improvement. By partnering with parents/guardians, staff, students, and the community, we continue to adjust to better meet the needs of our children and families.

The graphs below show the district's student demographics. As of March 24, 2021, there are approximately 38,945 students enrolled and attending 66 schools in a district that covers 75 square miles. Our diverse student population includes 47.2% low-income students (LI), 12.3% students with disabilities (SWD), 4.7% homeless (HM), 0.4% Foster Youth (FY), and 16.5% English learners (EL). Our EL speak the following languages: Spanish (33.2%), Dari (22.8%), Arabic (7.5%), Pashto (12.0%), Russian (6.2%), Ukrainian (3.2%), Farsi (5.9%), and other languages (9.1%). By ethnicity, San Juan students are Hispanic/Latino (25.4%), African American (6.9%), Asian (9.0%), Filipino (.91%), Pacific Islander (0.6%), American Indian or Alaskan Native (0.57%), White (49.24%) with 0.16% not reported.



Reflections: Successes

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

San Juan is committed to ensuring all students are graduating on time, college-career ready. A review of the dashboard and local measures reveals graduation rates remain high at 88.2%. This reflects the long-term work of strengthening supports available on all high school campuses to ensure that students remain enrolled at their high school while getting back on track toward graduation. A second contributor to ensuring students are graduating on time, college and career-ready is the specialized instructional support for high school-aged English learners.

College-career readiness rates maintained growth with rates for three of the twelve student groups (including English learners and foster youth) and five of the eleven high schools increasing or increasing slightly. This reflects growing attention toward under-performing student groups and ensuring students can access courses and programs needed to be college-career ready. In 2018-2019, enrollment in advanced courses among low-income and students of color increased dramatically due to an equity-based recruitment/enrollment process at high schools in partnership with Equal Opportunity Schools (EOS). Most noteworthy, enrollment for Hispanic students in Advanced Placement (AP) courses increased 9.5% while students with disabilities increased 5.6% in enrollment in AP courses.

Chronic absence rates for K-8 students show improvement among two student groups (including low-income students) and at 28 school sites between 2017 and 2018. A review of 2019 chronic absence rates mid-year shows that the rates are continuing to improve for all student groups. These positive changes are likely due to implementing a focused, tiered approach to helping families and students overcome barriers and develop positive attendance habits.

English language arts performance show progress from 2017 to 2019 for low-income students districtwide and at 34 schools across the district. Continued support over multiple school years, especially for schools with concentrations of students experiencing poverty is a part of what is driving this improvement.

Perceptions of expectations and caring relationships are strong for all groups while perceptions of safety by students reflect progress for the second year in a row. These positive shifts are likely a result of the efforts around creating a welcoming environment, establishing culturally responsive practices in schools, and engaging in dialogue around school safety with students.

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.

San Juan's greatest areas of need continue to be math performance and chronic absenteeism rates. In terms of subgroups, English learners, students with disabilities, and foster youth students are two or more levels below the district in areas of graduation rate and the college and career indicator.

Math performance of students in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress is also an area of need overall (orange), especially for:

- Homeless youth who were very low and showed no growth
- Socioeconomically disadvantaged students and American Indian/Alaskan Native students were low and showed no growth
- Students with disabilities, African American students, and foster youth students were very low but did show growth from the prior year

In order to support all students in math, several actions are being taken. We have purchased iReady as a math assessment and intervention resource for students grades 3-8. We have also purchased IXL as an online resource for grades 9-12. Collaboratively, math teachers selected essential standards for all grade and course levels to support more targeted attention on skills and concepts. Classroom instruction in all grades will continue to be strengthened using districtwide and school-specific professional learning focused on the use of formative assessments and feedback to better meet the needs of students. Additional supplementary materials for Integrated

Math 1 were purchased to support students who are struggling with that baseline high school course. Additional support and interventions for struggling students within and beyond the school day are provided based on referrals from school sites, with a focus on elementary, K-8, and middle schools with higher densities of targeted pupils. In grades 6-12, this includes the use of scheduled support classes and on-demand tutoring. Summer math camp programs are continuing for incoming third, sixth, and ninth graders, and middle and high schools are revising their model for supporting struggling learners.

Chronic absence rates are high for the district overall (orange) and especially for:

- African American students whose rates were very high and increased from the previous year
- Homeless students whose rates were very high and did not change from the previous year
- Socioeconomically disadvantaged students, Hispanic students, white students, and Native Hawaiian/Pacific Islander students whose rates were high and did not change from the previous year

The district's attendance improvement initiatives will continue for progress on increasing attendance. Staff work with families to participate in listening sessions, surveys, and one-on-one meetings to remove barriers to regular attendance, and in some cases, refer families to specialized attendance programs. Targeted district transportation for homeless students at four elementary schools continues based on positive results for most who participated. Additionally, the district is working with stakeholders to develop and communicate alternate transportation options to ensure regular attendance.

Graduation Rate and College and Career Readiness continue to be a struggle for our English learners, our students with disabilities, and our foster youth students:

- English learner graduation rate was low and declined significantly while the College-Career Indicator (CCI) was very low and declined
- Foster youth graduation rate increased but remained very low while the CCI decreased and remained very low
- Students with disabilities' graduation rate decreased significantly and was very low while the CCI maintained at the very low level

While the College-Career indicator suggests that overall rates of 2019 graduates who are "prepared" are in the medium range (41.1%), rates for eight of twelve groups lag behind significantly. This continues to be a focus of secondary schools as they work to ensure that all students graduate college-career ready. In 2019-20, schools shifted to higher graduation requirements for the class of 2023. These new requirements are aligned to college entrance requirements and support career pathways. Over 40 new high-interest, a-g approved courses have been adopted in the past several years and many of these are a part of expanding Career Technical Education (CTE) pathways as well. High schools administer the PSAT to all students in grades 10 and 11, which helps to identify where students have potential, where they struggle and provides them access to college prep materials. Enrollment of underrepresented students in Advanced Placement and International Baccalaureate (AP and IB) classes continue to increase which will lead to increased AP/IB performance and an overall increase in underrepresented students demonstrating college-career readiness. Mentoring partnerships will continue to support underrepresented students in this transition in order to increase their levels of success.

LCAP Highlights

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

The development of the 2021-2022 LCAP was informed and guided by the following three objectives:

- Build on the work San Juan Unified School District (SJUSD) did last year
- Reflect on what the district has learned this year
- Refine the 2021-2024 LCAP actions

In September of 2019 and continuing through February 2020, SJUSD embarked on an ambitious effort to strengthen and align its strategic plan and LCAP planning by expanding the scope of stakeholder engagement across the district to better understand and learn about what our students and families need. This work resulted in the development of a "Strategic Framework" that includes the following components:

- Revised mission statement: "We empower all in our inclusive learning community to contribute and thrive in a radically evolving world."
- Shared values:
  - Inclusivity
  - Real-World Knowledge
  - Voice
  - Social and Emotional Intelligence
  - Perseverance
- Equity Lens: "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."
- Theory of Continuous Improvement aligned to State accountability system
- Four focus areas aligned to specific Dashboard data points as well as to the state's Local Control Funding Formula, Local Control and Accountability Plan (LCFF LCAP) priority areas:
  - Connected School Communities
  - Healthy Environments for Social-Emotional Growth
  - Engaging Academic Programs
  - Clear Pathways to Bright Futures

Building on this work, the district engaged stakeholder groups from August 2020, through March 2021, to better understand and learn from the experiences of its students, families, and staff during the COVID-19 pandemic. The expanded number and diversity of stakeholder groups allowed the district to engage student and family groups who have not previously had as much "voice" in the district and/or who are most impacted by inequities revealed in the data.

A final highlight is an additional focus on developing and refining LCAP actions by building the capacity of stakeholder groups to lead for equity, continuous improvement, and collaboration using the following strategies:

- Equity Strategy:
  - Reflect – Understand and learn about what our students need
  - Act – Bring that understanding into action with coherence and in partnership with stakeholders
  - Impact – Measure and hold ourselves responsible for the impact of our work
- Continuous Improvement Strategy:
  - Goal - "What are we trying to accomplish?"
  - Metrics - "How will we know that a change is an improvement?"
  - Actions - "What action(s) can we make that will result in improvement?"
  - Test – "How will we engage in rapid cycles of inquiry?"

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.

Howe Avenue Elementary - Low performing
La Vista Center - Low performing
La Entrada - Graduation rate

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 (SJUSD) supports schools identified for Comprehensive Support and Improvement (CSI) using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teachers Association (SJTA). The sponsorship team works collaboratively with the site's leadership team to support the comprehensive needs assessment process, development of the School Plan for Student Achievement (SPSA), and systems of monitoring progress. Sponsorship teams, or representatives from the sponsorship teams, meet regularly with site leaders to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check-in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the Network Improvement Community work (NIC) to build internal capacity around Improvement Science work.

The aim of the NIC is to build school capacity using a change design process that culminates with school teams implementing a Plan-Do-Study-Act (PDSA) learning cycle. Each school-based team engages in a series of five (5) network meetings and (4) individual site-based meetings throughout the year. To begin, school teams receive training in the improvement process, design needs assessments to identify gaps, and plan for empathy exercises using data-gathering tools. Teams continue to refine their improvement plans by engaging in a root cause analysis and interpreting data from their data gathering. The analysis provides school teams an opportunity to identify key drivers that direct their improvement efforts and gain new insight and understanding of their problems of practice. Using the key drivers, school teams generate possible actions that will have an influence on their challenges with a primer on avoiding "solutionitis" – jumping to solutions prior to fully understanding why the problem exists – and planning for their PDSA cycle. By crafting their success goals and identifying research-based practices, teams are able to identify key practices to implement and test. The NIC culminates with a completed plan, reflection, and analysis of their PDSA cycles, as well as data to make decisions on how to scale best practices for the following school year.

The School Site Council, English Learner Advisory Committee, and Site Leadership teams played a critical role in providing input, assessing needs, and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their SPSA. Groups reviewed data, identified gaps, and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was also provided.

Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included CA School Dashboard academic and engagement indicators from 2019-20, annual parent climate survey, attendance rates, suspension data, engagement with distance learning, report card, and local assessment data. Stakeholder groups also recognized and considered how the data was impacted by distance learning and COVID 19.

Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from the Carnegie Foundation and West Ed. Sites conducted empathy gathering and listening circles to begin the cycle of continuous improvement. Howe Avenue Elementary explored mentor programs

to support target groups in improved engagement and attendance practices while La Vista Center implemented Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted its plan to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions were designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication, and support with technology. Teachers adjusted to the shift by providing instruction through a virtual model. Additional resources and strategies were identified as a need for meeting students' academic and socio-emotional needs via a virtual platform. Teachers learned and will continue to learn with and from each other. Of critical importance, was the identified need for teacher collaboration time to refine and build capacity through shared experiences.

Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training needed to use the technology effectively.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluation of school plans will occur throughout the school year culminating with the implementation and assessment of Plan-Do-Study-Act (PDSA) cycles. Following each network convening, site-based teams will engage in check-in meetings to review progress, reflect on practice, and resolve issues related to improvement plans. By using a data-gathering tool, teams will use data throughout the design of the improvement process to define problems, identify changes and actions, and design a process to test changes and actions on an appropriate scale.

Each site utilizes a support plan that tracks changes leading up to the PDSA cycle. At the point of implementation, school sites utilize the support plan and PDSA template to make plans, evaluate progress, and determine whether to redesign or scale current improvements and change ideas. The network will convene for an end-of-the-year meeting to share best practices, lessons learned, and recommendations for the following school year.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 evaluation of how education is delivered to our approximately 39,000 students. Outlined below is the district process for gathering stakeholder input to inform the actions and services in the 2021-2022 Local Control and Accountability Plan (LCAP). Of particular note is this process began in September 2019 in anticipation of the development of the 2020-2021 LCAP. However, due to COVID-19 and the subsequent suspension of the 2020-2021 LCAP, this process continued through March 2021, adjusting to new reporting and stakeholder engagement requirements put forth by the California Department of Education (CDE).

In September of 2019, SJUSD aimed to strengthen and align its strategic plan and LCAP and to better inform the planning by expanding the scope of listening and learning in the district. A Strategic task force comprised of 35 students, staff, parents, and community members met over the course of three months. The work of this task force was to identify which student and parent/guardian groups were “lost in the data” and how to ensure “they were not lost in our process.” The groups identified for targeted stakeholder engagement, including students, parents/guardians, community members, and staff were:

- Refugee
- Foster/homeless youth
- English learners
- African American
- Students with disabilities
- Lesbian, Gay, Bisexual, Transgender, Questioning+ (LGBTQ+)

The district’s approach to gathering stakeholder input from the targeted groups led to the creation of the “Cultural Brokers” model. The cultural brokers' approach was about connecting trusted staff with particular students/communities. Data gathered from these specific groups included the following areas:

- Skills and experiences for college and career readiness
- Qualities and characteristics to be happy and healthy human beings
- Social and emotional supports
- Academic supports
- College and career supports/programs

Three Regional Forums were held in October 2019 across the district’s three regions which provided an opportunity for school teams and community members to connect about our shared values, collective strengths, needs, and collaborative ideas to drive continuous improvement in our schools. Approximately 300 participants including school site teams, parents, students, and community members attended with representation from 92% of district schools.

Input from the cultural brokers and regional forums was compiled into a summative Cultural Brokers Network report that was shared with all members of the district’s administration, Strategic Task Force, the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC), the District English Learner Acquisition Committee (DELAC), staff teams, and more. The summarization of the data collected resulted in an updated strategic framework including a revised mission statement, newly created shared values, an equity lens statement, and four focus areas. Each focus area is aligned to specific state dashboard data points as well as to the state’s Local Control Funding Formula (LCFF) Local Control and Accountability Plan (LCAP). The four focus areas are:

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

Four LCAP “Focus Teams” composed of a cross-section of staff and labor partners were created for deeper discussion around the four goal areas in the strategic framework. These teams also met with the LCAP PAC and the

DELAC to further strengthen the flow of information and connection between educators, staff, parents/guardians, and students.

In January of 2020, the stakeholder engagement process for the design and development of the 2020-2021 LCAP began using questions identified from each of the four focus areas. Input was gathered from targeted student groups and their families, teachers, principals, administrators, and local bargaining units. Additionally, the LCAP PAC reviewed the summarized stakeholder engagement information, along with the state dashboard and local data, and presented their 2020-2021 LCAP considerations to district staff at their March 6, 2020 meeting. In parallel, district staff focus teams reviewed district surveys, stakeholder input, and LCAP PAC considerations and began budgeting and planning for the 2020-2021 LCAP. In March 2020, COVID-19 resulted in LCAP work being placed on hold until further guidance was received by the California Department of Education (CDE). In April 2020, a COVID Operations report was required by the CDE to explain the changes to program offerings that the district made in response to school closures to address the COVID-19 emergency, to explain the major impacts of such closures on students and families, and to include a description of how the district is meeting the needs of its unduplicated students. Senate Bill No. 98, approved in June 2020, suspended the 2020-2021 LCAP, and instead, required completion and adoption of the Budget Overview for Parents and the Learning Continuity and Attendance Plan (LCP) for the 2020-2021 school year.

The Learning Continuity and Attendance Plan (LCP), memorialized the planning process already underway for the 2020-2021 school year and required a stakeholder engagement strategy to inform the district's implementation of distance learning and educational supports and services. Information was gathered using surveys and outreach to statutorily required groups including students, parent/guardians, teachers, principals, administrators, and local bargaining units. Based on stakeholder, LCAP PAC, and DELAC input, the plan was developed and presented at a public meeting, approved at a subsequent district board meeting, and adopted by September 30, 2020.

Beginning in January 2021, and continuing through March 2021, the district continued its stakeholder engagement outreach to help inform the 2021-2022 LCAP. Stakeholder engagement listening sessions were held with the statutorily required groups including students, parents/guardians, teachers, principals, administrators, and local bargaining units. The questions asked to participants were based on the identified focus areas created in the 2020 school year and the LCP. On April 8, 2021, the LCAP PAC met to review their considerations from the previous school year and to review the current stakeholder key themes in order to add to, revise, or remove considerations developed in 2020. District focus teams began meeting to review the 2020 LCAP PAC considerations, current stakeholder key themes, and consolidated considerations to support the planning and development of the 2021-2022 LCAP. On May 6, 2021, a draft plan of the LCAP was presented to the LCAP PAC and on May 20, 2021, a draft plan of the LCAP was presented to the DELAC. Both groups developed questions for the district superintendent and the superintendent responses were shared with the LCAP PAC and the DELAC and posted on the district LCAP website. On June 8, 2021, the LCAP draft plan was presented in a public meeting, and on June 22, 2021, the LCAP was adopted by the local governing board.

A summary of the feedback provided by specific stakeholder groups.

The annual and ongoing engagement of stakeholders is a key part of the LCAP development process. It is essential that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The following section identifies the timeline, specific stakeholder groups engaged, and the key themes that emerged in this process.

Prior to the suspension of the 2020-2021 LCAP, the district engaged with stakeholder groups from January 2020 through March 2020 to gather feedback based on the identified questions tied to the four focus areas: Connected School Communities, Healthy Environments for Social and Emotional Growth, Engaging Academic Programs, and Clear Pathways to Bright Futures.

Following is a summation of the stakeholder groups engaged in this feedback process and the dates engaged:

- Superintendent's Parent Advisory Committee - January 17, 2020
- Arcade Middle School Long-term English learners - January 28, 2020
- Edison K-8 School Long-term English learners - January 28, 2020
- District Student Councils - January 30, 2020
- SELPA Administrator - February 1, 2020; March 15 and 26, 2020: April 19, 2020; and May 3, 2020

- Pride Pak (LGBTQ+ students) - February 3, 2020
- Encina Preparatory High School Long-term English learners - February 3, 2020
- Superintendent's Student Advisory Committee (SSAC) - February 4, 2020
- Special Education Community Advisory Committee (CAC) - February 4, 2020
- Churchill Middle School Long-term English learner - February 5, 2020
- Secondary principals - February 5, 2020
- Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - February 6, and March 6, 2020
- American Indian Education Parent Advisory Committee (AIEP) - February 12, 2020
- District English Learner Acquisition Committee (DELAC) - February 13, 2020
- African American students/parents/guardians - February 15, 2020
- McKinney-Vento staff - February 20, 2020
- K-8 principals - February 26, 2020
- McKinney-Vento students - February 27, 2020
- San Juan Teachers Association - March 10, 2020
- Laurel Ruff Center students with disabilities - March 11, 2020

For the Connected School Communities focus area, students, parents/guardians, and staff were asked, "What barriers prevent children from coming to school regularly?" Four common themes emerged:

- Mental health
- Safety
- School – student motivation, school structure, class offerings, school communications
- Transportation

For the Healthy Environments for Social and Emotional Growth focus area, students, parents/guardians, and staff were asked, "What makes students feel safe and supported at school?" Three common themes emerged:

- Counseling support
- Environment
- Teacher/supportive role models

For the Engaging Academic Programs focus area, students, parents/guardians, and staff were asked, "What works for students when they need extra help in class?" Two common themes emerged:

- Engaging learning opportunities
- Teachers

For the Clear Pathways to Bright Futures focus area, students, parents/guardians, and staff were asked "What is helping to figure our students' futures?" Three common themes emerged:

- Awareness/exposure to different careers and trades
- Counseling support
- College and career program availability

Since late May 2020, SJUSD engaged in ongoing efforts and feedback loops to solicit stakeholder input to inform the district's implementation of distance learning and educational supports and services that also helped to inform the district Reopening Plan and the Learning Continuity and Attendance Plan (LCP). Following is a summation of the stakeholder engagement feedback conducted:

May 2020 Distance Learning and New Year Family survey results:

- 42% of respondents reported their students spent, on average, 3-4 hours on schoolwork in the distance learning model
- 38% of respondents shared they spent 1-2 hours per day supporting their students' learning in the distance learning model
- 53% of participants reported they were slightly or not satisfied with their school's distance learning model
- 54% of participants shared they were moderate to very confident in supporting their students' learning at home
- 44% of participants reported one of the greatest challenges for their students was receiving assignments that were unclear

- 73% of respondents reported using Google Classroom as very to moderately successful for their student
- 62% of participants reported using Zoom meetings as very to moderately successful for their student
- 67% of respondents felt it was easy to connect with individual teachers when needed
- 50% of participants reported they were not aware or slightly aware of what student supports are currently available and how to access them
- 41% of participants reported their students were struggling or not coping well with school closing and COVID-19 pandemic

In addition, a survey was administered to district teachers, in collaboration with the San Juan Teachers Association (SJTA), during distance learning in the spring to gain their feedback on the experience they had and what would assist moving into the 2020-2021 school year.

Findings from the teacher survey included:

- 73% of respondents reported feeling comfortable or extremely comfortable developing and delivering content online
- 56% of participants shared feeling comfortable or extremely comfortable engaging their students in the content
- 64% of respondents felt technology training was helpful or extremely helpful during distance learning
- 44% of participants felt curriculum training was helpful or extremely helpful during distance learning
- 58% of respondents reported they would like more training on engagement strategies for students
- 29% of participants shared they would like more training and support on creating lessons for distance learning
- 26% of respondents reported they would like more training and support on distance learning delivery systems like Google Classroom or Seesaw

ThoughtExchange, an online platform that allows groups to come together and have conversations about important topics or questions that exist for a community, was conducted in late May. In this case, the ThoughtExchange was focused on students, parents/guardians, families, staff members, and the community and what their hopes and concerns were for the 2020-2021 school year. More than 3,700 responded to share their thoughts or rate the ideas shared by others. The results were used along with other qualitative and quantitative data to help guide decision-making for reopening plans for the 2020-2021 school year.

Findings from the ThoughtExchange included:

- Budget: Thoughts in this theme involved concerns about the district's budget. Sub-themes included: staff layoffs; furloughs; job security; and reduction of support programs
- Distance learning roadblocks: This theme included specific roadblocks to successful distance learning. Sub-themes included: increased workload/homework through distance learning (versus through traditional school); challenges from use of multiple platforms; issues with technology and/or software; and difficulties communicating with teachers
- Distance learning quality: Thoughts in this theme involved concerns about the quality of learning through distance learning methods. Sub-themes included: lack of social interaction; lack of structure in the school day; inability for hands-on learning
- Equity/achievement gaps: This theme included concerns about equity and achievement gaps among student groups. Sub-themes included: lack of parent support at home; digital divide; language barriers
- Health and safety concerns: By far the largest theme in terms of the number of thoughts, health and safety concerns about returning to school campuses in the fall were top of mind for participants. Sub-themes included: returning to school campuses only when safe to do so to avoid the spread of COVID-19; availability and use of personal protective equipment (PPE), face coverings, soap/water, and sanitizer upon reopening campuses; concerns about the cleanliness of facilities and restocking of cleaning supplies; the need and importance of maintaining social distancing when returning to campus; the need to update sick policies for both students and staff
- Helping teachers be effective: Thoughts in this theme involved how to help teachers be more

effective in their roles, both through distance learning and on campus. Sub-themes included: providing time for lesson planning and collaboration; providing professional learning if distance learning is to continue; district providing guidelines and standards around distance learning, and roles of teachers if reopening campuses; involving teachers in any decision-making processes

- Multiple format options: This theme consists of thoughts around providing multiple learning format options for the 2020-2021 school year so that parents have a choice. Sub-themes included: providing families with an option of either on-campus learning or distance learning; providing a hybrid model of certain days on-campus and certain days of distance learning
- Return to normal: This theme involved thoughts from participants that want the next school year to return to normal. Participants expressed the desire to return to the regular school format
- Social connection and mental health: This theme involved thoughts centered around the importance of social connection and the need for mental health support for students and staff. Sub-themes included: lack of social interaction through distance learning; the desire of students to return to school to see friends; the need for increased mental health and social-emotional support for students and staff
- Special education (SPED) support: Thoughts in this theme centered around the need for increased support for students receiving special education services. Sub-themes included: concerns about students with an Individualized Education Program (IEP) falling behind; special education students not having access or resources to support services
- Sports/electives/extracurricular activities: Thoughts in this theme involved the desire to resume outside of the classroom activities next school year. Sub-themes included: sports; elective classes (such as band, choir, etc.); extracurricular activities (such as clubs, dances, field trips, etc.)

District Learning Continuity and Attendance Plan survey (administered August 25, 2020 – September 9, 2020) results from 423 participants representing 59 schools in the district:

- 82% of respondents shared that in order to resume in-person instruction, adequate hygiene and cleaning supplies for school classrooms and facilities should be provided
- 64% of respondents felt that in order to resume in-person instruction, staff should be equipped with personal protective equipment (i.e. face coverings, gloves, etc.)
- 59% of respondents reported that health and safety protocols need to be increased once in-person instruction resumes
- 56% of respondents shared that classroom instruction, once resumed in-person, should focus on essential grade-level standards for students
- 66% of respondents reported that as students transition back on campus, social and emotional supports need to be increased
- 57% of respondents shared that in our current distant learning environment, technical support for digital devices and connectivity for students and parents needs improvement
- 68% of respondents felt that access to student clubs, activities, and programs is needed to support the mental health and social-emotional health of students
- 54% of respondents felt that students need academic tutoring and support
- 51% of respondents shared that students need access to mental health and social-emotional support resources
- 61% of respondents reported that student engagement through distance learning will improve by hosting small group meetings
- 71% of respondents reported that their students need access to student clubs, activities, and programs to improve student engagement while distance learning

The Community Advisory Committee (CAC) for special education shared the following as important to supporting students with disabilities:

- Need for tutorials to help them support their students with instruction
- Examples of instructional activities that they can do at home with their child
- Parent training on how to use/access technology
- How to track their student's progress in the distance learning environment

In addition, it was also noted that there were parents concerned that distance learning would not be successful for students with severe disabilities. A special education workgroup was assembled to address the needs of moderate/severe students with disabilities in early March to begin developing a plan for student support.

Below are some of the supports they identified as important:

- Structured communications with families
- Outreach to families to see if they have any immediate needs such as access to devices, community resources, or to inquire if they are experiencing food insecurity
- Coordinated service delivery in the area of mental health and therapy services, such as teletherapy
- Consistent platforms to deliver instruction to students (i.e. - Google Classroom, SeeSaw)
- Best practices for distance learning instruction that can be shared with special education teachers, and instructional assistants who are supporting students with disabilities
- Centralized location for resources to provide to families and students (videos, Zoom, YouTube videos, and lessons for students to work on at home)

There were parents of students with disabilities feedback meetings held at the end of the last school year to obtain more information about what parents needed and what they would like to see improved as the district moved into the 2020-2021 school year. Some of their considerations are listed below:

- Upgraded laptops - Chromebooks worked inconsistently, often needed to replace cords, disrupted student learning
- Chromebooks would not support software being used making it difficult for students to access the curriculum
- Develop a parent-to-parent network of support
- Coordinated activities that could include physical therapy, occupational therapy, speech and behavior support for a student who was receiving these services
- Additional training for instructional assistants to reach out to parents to provide support to them
- Request to bring students with moderate/severe disabilities back into small groups in the physical classroom

Ongoing collaboration has taken place with labor groups, like San Juan Teachers Association (SJTA), San Juan Professional Educators Coalition (SJPEC), San Juan Administrators Association (SJAA), California School Employees Association (CSEA), and Teamsters to provide input and feedback and to be part of the development and co-creation of actions and services reported in the Learning Continuity Plan. In preparation for the fall, meetings took place weekly with SJTA to prioritize and co-create mutual agreements and expectations for both in-person and distance learning.

In August and September 2020, meetings were held with various stakeholder groups throughout the district to enhance the stakeholder engagement process and to help inform the Learning Continuity and Attendance Plan (LCP). These listening sessions provided a rich source of input on the overall distance learning experience, specifically in the form of recommendations for improving the 2020-2021 school year. Key themes that emerged across the various stakeholder groups are outlined below.

District English Learner Acquisition Committee (DELAC) - 8/27/20 meeting:

- Need to make sure schools are safe when returning to in-person instruction including following safety protocols
- Need assistance with school supplies including printer ink and headphones for computers
- Consider sending English language development (ELD) textbooks/materials home with student – not everything should be on computer
- Consider sending home paper packets for students
- Struggling with WiFi and connectivity when there are multiple students at home during distance learning
- Parents would like teachers to spend more time with students virtually - small groups and 1:1 when possible

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - 8/27/20 meeting:

- Students need consistent communications from teachers regarding classroom expectations, assignments, and due dates
- Both parents and students feel frustrated with Chromebooks/computers, internet connectivity, and Zoom crashing

- Students are struggling with the feeling of isolation and lack of connectivity with peers
- Parents would like technology and academic support guidance to better assist their students in distance learning
- Textbooks are not being used. Consider having students work from textbooks and packets
- Parents would like access to additional technology accessories (earbuds, headphones, cords, vision-impaired devices) so they do not have to purchase them

Foster youth students - 8/27/20 listening session:

- The need for a support system or person to connect with at school
- Good communication with teachers to help with challenging subjects or assignments
- More opportunities to socialize with students to help reduce stress and make peer connections (i.e. clubs)
- Having caring teachers and someone to talk to on campus
- Need tutoring and additional time with teachers
- Additional technology accessories like headphones when on computer during distance learning
- Need for more reliable technology devices (current devices are inconsistent)
- Students are struggling to stay engaged in the distance learning environment
- There is a need for more real-time feedback from teachers

Superintendent's Student Advisory Committee - 8/27/20 listening session:

- Need for shortened Zoom class screen time and more independent work time to reduce burnout
- Better classroom management in regards to assignment deadlines, platform management, utilizing textbooks and teacher communications
- Technology issues (Zoom crashing, mics not working)
- Need for counseling support to reduce feelings of isolation due to lack of peer interaction and lack of school group clubs/activities

Refugee/Newcomer Students - 08/31/2020, 1:1 interviews:

- Need Bilingual Instructional Assistants (BIAs), translated materials, 1:1 support, English language support
- Better internet connectivity and more hotspots
- Distance learning presents challenges as students learn more when surrounded by peers, both English-speaking and non-English speaking. Distance learning challenges also impacts students' emotional well-being

Students with a Voice/Youth Voice Advocates - 9/02/2020 listening session:

- Classroom management needs: teachers need to demonstrate flexibility, consistency, organization, and clear expectations. Students need tutoring and teacher support
- Need for technical support when the portal crashes or students are locked out of Google Classroom
- Concerns regarding being marked "absent" when students cannot access their classes due to technology issues
- Need for timely counselor support as counselors are not replying to students in a timely manner or not at all

Spanish-speaking parent group - 8/26/20 listening session:

- More classroom support for students (small groups, 1:1) from teachers
- Technology issues (logging onto Zoom, Wi-Fi connectivity)
- Need for increased communication between home and school
- More family education classes on technology to help students at home

Parents of students with disabilities - 08/20, 1:1 interviews:

- Better home/school communication
- Teacher support on classroom assignments (clearer explanations, better directions)
- Mental health strategies to deal with stress and anxiety
- Clear expectations around Individualized Education Plans (IEPs) and how they are supported

English learner parents - 09/20 listening session:

- Better home/school communication
- More English language development (ELD) information for students (supplemental materials, hard copy packets, etc.) to have at home
- More classroom support by teacher with clearer instructions for students/parents

Refugee and Newcomer parents - 08/31/2020 listening session:

- Need students back in the classroom – distance learning is too difficult
- Parents and students need training on technology including Zoom support, computer use, internet connectivity
- Students need working computers/Chromebooks, working mics, and headphones
- More academic support including tutoring, lesson translation, recorded Zoom classes, and Bilingual Instructional Assistants (BIAs)

African American families - 09/2020 listening session:

- Improved technology equipment and support
- Increased student engagement opportunities
- Classroom support (additional time to do work in class, teacher office hours, supplemental hardcopy materials)

Beginning in January 2021, and continuing through March 2021, stakeholder engagement meetings were held with various targeted groups. The input sought was based on the four focus areas identified in 2020 and on the Local Continuity and Attendance Plan (LCP) identified actions. The questions asked were:

- Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

Below is a summary of the key themes for each stakeholder group.

Student Stakeholder Groups

San Juan Youth Voice Advocates (SJYVA) - Listening sessions conducted with 10 high schools with diverse student populations, 02/21-03/21:

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Flexibility, convenience, and being able to work at own pace
- Teachers work hard and are available for students
- Access to tools and resources needed in life to be successful such as life skills (i.e. finances, time management, college applications, career exploration, etc.)
- School supplies accessible to everyone
- Mental health supports
- More staff-initiated outreach to students
- More effective distance learning teachers

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Peer interaction and community building activities
- Creating safe, trusting, and comfortable spaces for all student populations
- Address diversity issues and social awareness; there is a lack of diversity within students and student groups

- Need mental health supports such as weekly group mental health meetings

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Learning Loss - credit recovery and more understanding of material previously learned
- Real-world skills, internships, job, community service, scholarship opportunities
- Community building and peer interactions
- Safety should be considered

Foster/Homeless youth - 02/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Distance learning teaches us how to be independent and it is flexible
- Focus is hard in distance learning. Teachers give too much work
- Attending school in-person has helped

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Need to feel safe about not getting COVID when we return to school
- Earning credits early for graduation
- Need the right tools to succeed including financial and physical resources

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Meeting student interest and needs
- Physical and engaging activities
- Team building
- Developing community through peer interaction

Long-term English language learner - 02/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teacher support helpful - regular office hours, power hour
- Need to return to in-person learning - online learning makes it hard to learn, follow instructions, complete homework
- Internet issues make it hard in distance learning

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Peer Interactions on Zoom during class, facetime, group projects help build connections
- Return to in-person learning will help with learning and feeling connected

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- In-person summer school
- Fun activities like field trips and cultural experiences
- Real-world skill development

Students with disabilities (Cameron Ranch Elementary) - 02/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Parents/teachers helped students learn

- Need math help
- Learn best when in-person

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Safety protocols in place - masks, social distancing, sanitizer, etc.
- Teachers making space for students to share their feelings in group settings
- Peer interaction on Zoom with cameras on
- Clubs help students feel connected

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Summer camp - arts and crafts, outdoor activities, computer club, nature club, sports, Zoom video Games, cooking
- Hands-on activities to help learn math and science

Students with disabilities (Laurel Ruff Center) - 03/09/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers, family, and friends
- Technology/Zoom – portal, audio, and logging in issues
- Mental Health – teacher, principal, instructional assistant (IAs) relationships help with anxiety
- Helpful resources: Chromebooks, mouse, big screen, masks

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Being with teachers and friends at school via Zoom
- Peer interaction
- Excited but nervous to return to school (nervous due to COIVD)
- Consistent routines and being with friends will help when students return to school

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Want to take a break from school
- Fun classes/subjects like art and cooking

Black Student Union (BSU) - 03/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers have been helpful, flexible, and understanding
- Ability to grow personally through distance learning
- Mental health challenges impact distance learning; inability to separate school from home life
- Reduce student expectations during distance learning
- Need interventions when falling behind
- More in-depth learning

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Schools need to be more understanding of students' struggles
- Provide school transportation
- Racial issues not being addressed impacts connectedness
- More opportunities for student voices to be heard

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Mental health course
- Outdoor classes
- Physical fitness

Latinx - 03/02/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Students love flexible schedule for homework and school
- Appreciate 1:1 time with teachers; students are working, taking care of younger siblings, and have chores
- Need life skills to help prepare for life after high school
- Too much homework
- Extracurricular activities

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Students feel like teachers are not doing enough mental check-ins which is why many students are not actively participating in class
- Need more engaging classes to connect with peers

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Opportunities to expand social skills

Refugee/Newcomer (Rise Up & Student Leadership Council) - 02/05/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teachers - engaging classes, timely communications, tutoring support, knowledge of technology tools
- Group meetings, pre-recorded lectures videos
- Zoom, Chromebooks, hotspots, Edulastic helpful
- Being at home for learning difficult and disruptive

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Strategies for connectedness - Zoom cameras on, break out rooms, Zoom chat box, teacher relationships, engaging activities allowing for class interaction
- In-person transition - flexible, slow, hybrid offerings, student small groups, consistent routines, norms, expectations
- Keep tutoring and drop-in sessions during transition

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Hands-on technology training
- In-person, transition program to support return to in-person learning
- Life skills such as consumer education, career college readiness, and social skills
- Counseling support

Social Justice Youth (Superintendent Student's Advisory Committee (SSAC), Gay Straight Alliance (GSA), Youth Voice) - 02/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Helpful - Google Classroom, iReady, Houghton Mifflin Harcourt, Kahoot, Quizlet, Everfi
- Clubs and programs like GSA and Civitas are beneficial
- Flexible and available teachers who integrate fun into classes, give less homework and provide more teacher support

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Clubs like Gay Straight Alliance (GSA) provides a safe place for the LGBTQ+ community
- Need time to adjust to in-person learning, understanding, and flexible teachers, fewer assignments and homework initially, allow notes for test-taking initially
- Enforce COVID-19 protocols - social distancing, mask-wearing, sanitization of desks, etc.
- Awareness of students' mental health and well-being upon return
- Breakout rooms for social conversations, group projects, clubs, virtual rallies help students feel connected

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun activities - games, Kahoot, trivia, sports, music, woodworking, video-game learning activities
- Interactive and hands-on activities; less screen time

Students with a Voice (SWAV) - 03/21 listening session:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher relationship-building - small groups, 1:1 support, homework help
- More interactive classes - fewer lectures, less busywork
- Technology resources

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Peer interaction during class helps students feel connected
- Friends help students feel connected
- Caring teachers support connectedness
- Students feel they need transition flexibility and an understanding of transition expectations

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun activities - field trips, arts, college visits, outdoor activities
- Opportunities for peer interactions - Clubs, cultural activities

Elementary School Students - Mid-year update from elementary division survey
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Distractions in the learning environment
- Inconsistent adult availability to support young learners
- English language learners (EL) attending only English language development (ELD) classes or preferred classes
- Inconsistent adult availability to support young learners with technology issues
- Inconsistent or lagging WiFi disrupts understanding
- Parents and guardians of English learner students struggle with technology support in home

language
- Students choosing between synchronous or asynchronous work completion
- Unable to complete all assignments in a day; too much work

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Missing personal connections with peers - students want more time to hang out with friends outside of the Zoom classroom
- Sometimes social-emotional needs became priority over assignment completion
- Material pickup is something to look forward to

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Summer school question was not developed at the time this survey was administered. However, summer school information was captured in various other student stakeholder groups during stakeholder meetings.

Middle School Students – 05/21 Listening Sessions:
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Technology support
- Pace and the amount of schoolwork
- Teacher support
- More academic supports and resources

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Time and space for student voice
- Resources and supports
- Fair treatment
- Mental health supports
- Building community through Zoom
- More time at home with family

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Social Interaction
- Clarifying academics taught during the year
- 1:1 assistance

Middle School Students - Mid-year update from elementary division survey
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers are trying hard
- Staying motivated is hard - pervasive feeling that grades do not matter (for high school promotion), low frustration threshold, students quick to quit

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Relationships matter - teacher to student, student to student, student to school

- Building relationships via Zoom is hard
- Isolation is tough - students thrive on being connected to teachers and classmates
- We need to keep it fun

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Summer school question was not developed at the time this survey was administered. However, summer school information was captured in various other student stakeholder groups during stakeholder meetings.

High School Students - Mid-year update from elementary division survey
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Lack of motivation makes it difficult to learn
- Continuous technology issues
- Overwhelmed with too many due dates, too many emails, and too much work assigned
- Content is too difficult to learn online
- Too many home distractions

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Social-emotional challenges due to lack of social interaction with adults and peers

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Summer school question was not developed at the time this survey was administered. However, summer school information was captured in various other student stakeholder groups during stakeholder meetings.

Parent/Guardian/Family Stakeholder Groups

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - 02/11/21 and 03/11/21
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Different perspectives and experiences - trauma, violence, etc.
- Safety, support, adult allies
- Importance of communication and multiple ways of communicating; positive communication from teachers
- Different and multifaceted approaches
- Facilitating community communications
- Further connect students and families to the classroom

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Virtual social opportunities and removal of barriers to access these opportunities
- Concern for staff fatigue and bandwidth to support students
- Genuine conversations
- Social connections - engaging with others either virtually or in-person

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Physical activity, movement, arts, creativity, clubs. Outside!!!
- Resume activities that have been prohibited during pandemic

- Provide/offer academic enrichment

District English Learner Advisory Committee - 02/11/21
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Interpreters, materials translation, and homework modification is needed
- Teachers, Bilingual Instructional Assistants (BIAs), English learner staff, newcomer support teams, and site administrators have been helpful
- iReady, Epic, tutoring has helped
- Peer interaction is needed for connection and social-emotional learning (SEL) support
- Need technology support and training: How to use platforms like Kami, Google classroom, etc.
- Training on how to resolve technology issues

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Teachers and Zoom have helped students feel connected
- Returning to in-person learning, clubs, activities, keeping the same teacher and interpreters
- In-person transition should be smooth and flexible

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Summer programs like PUERTAS, core subjects, fun activities; VAPA, field trips, robotics, and social programs so students can practice English and learn social skills
- Technology support and training – how to access applications, tutorials, and how to resolve technology issues
- Mental Health supports
- Cultural enrichment programs at school site and external school site. Families could use financial support

Superintendent's Parent Advisory Committee - 01/21/21 & 01/22/21
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Small groups - reading, group projects, instructional assistants, 1:1 support, breakout rooms
- iReady, KAMI, Flipgrid, IXL
- Google Classroom great for students with disabilities, parent check-in, assignment tracking, and as a communications tool
- Offer more hard copy materials to prevent computer burnout/excessive screen time
- Caring, communicative and relationship-focused teachers
- Lessons should be fun and engaging
- Math struggles concerning

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Fun, engaging lessons and activities to prevent computer burnout
- Elementary students would like to keep the same teacher and engage with their teacher prior to returning to in-person learning
- Cameras off during Zoom classes prevent student connectedness
- Create socializing opportunities for non-structured class time - Lunch bunch, Bingo, scavenger hunts, etc.
- Students are eager to return to in-person learning and create welcome back activities
- Caring and invested teachers matter
- Offer more mental health supports when students return to school
- Need strategic planning for English learners (EL) in academics and mental health supports

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Opportunities for emotional and social support
- Opportunities for students who need more academic support - math remediation and acceleration, summer book clubs
- In-person, if possible - concerned about learning loss
- Opportunities and access for all
- Fun activities and programs - STEAM, wet-labs, arts, ceramics, sports

English Speaking Families (Family Leadership Academy) - 02/25/21

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Focus on social-emotional aspect
- Consistent teacher availability, use screen, teacher interventions
- Teachers should not show YouTube videos or use Minecraft as a teaching tool

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Need consistent teaching standards
- Assemblies, teacher meetings, Zoom videos help students feel connected
- Student accountability - incentives to turn camera on

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Academics - Science, robots, math, STEM group projects
- Small group settings, outdoor activities, test hybrid before returning
- Arts - music, art, dance, choir, drama, LEGO camp
- Sports camps/PE

Non-English Speaking Families (Family Leadership Academy) - 02/25/21

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher support and communications
- Parent/student classes for English Learners (EL)
- Bilingual Instructional Assistant (BIA) support
- Technology support

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Emotional support
- Academic support - engaging teachers, fun classes
- Teacher connections and communications
- Peer Interaction

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun classes - art, sports, outdoor, music, karate, field trips
- Academic support - Camp Invention, small groups, English boot camp, math support, homework, conversation groups for EL students, advance class credits for high school early graduation
- Technology support programs for parents/parents of students with disabilities

Students with Disabilities (Cameron Ranch Elementary) - 01/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- District staff have been great - teachers, principals, instructional assistants, Family and Community Engagement (FACE), Parent Ambassador Kimber Rice, specialists, Community Advisory Committee (CAC)
- Students need to be back in class
- More funding is needed for materials and equipment

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Need to return to in-person learning
- Events help students feel connected - dance party, assemblies, movie watching
- Easing back into a routine will help both students and parents from a mental health perspective
- Concern over health safety for high-risk students

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Must be in-person
- Peer interactions
- Inclusion of students with disabilities in extra-curricular activities to help social skills
- Additional supports and programs to make up for learning loss during the pandemic

Refugee/Newcomer - 02/2021

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Social-emotional supports - need peer interaction and mentoring opportunities
- Teacher, English learner (EL) teachers, English language development (ELD) classes and Newcomer programs are helpful - helps with navigating Zoom and Google Classroom
- Parent Orientation classes - college, health, college graduation requirements, navigating American society
- Need to return to in-person learning
- Spotty internet makes distance learning difficult

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Chromebooks and hotspots have helped students feel connected
- Need materials translated - assignments are given in English which makes it difficult for English learner (EL) students to understand
- Teachers need to modify assignments as our students are receiving poor grades
- Return to in-person learning
- For safety upon return, need personal protective equipment (PPE), small groups, vaccinations

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- In-person summer school - distance learning is not working for our students
- Credit recovery programs, English language development (ELD) summer school for elementary
- Supports for EL students in all subjects, especially math, English, history, and science
- Preparation programs for the English Language Proficiency Assessments for California (ELPAC)

African American - 03/21

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Teacher 1:1 support and teacher communications helpful

- Students need peer interaction opportunities to help with social and emotional needs

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Teacher affirmation helps students feel connected
- Going to after-school activities - Bridges, sports, etc.
- Group discussions that allow open spaces for both students and teachers
- Relationship-building activities
- Safe transitions from class to class

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Sports, arts and crafts, poetry, music, group projects
- Life skills - healthy meal prep, time management, application filling out, interactive Zoom meetings, virtual tours, credit recovery, multi-subject help classes both on and off Zoom

American Indian Education Parent Advisory Committee - 03/12/21
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers using Zoom chat to talk 1:1 with students
- Multicultural American Indian education program continuance through the pandemic via Zoom

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Transition to in-person learning should help with mental health through social interaction with peers
- Require cameras to be on during virtual classes
- Consistent safety protocols

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?
- Social and mental health programs
- Continue to offer the multicultural American Indian education program
- Academic programs
- Arts and outdoor programs

Special Education Community Advisory Committee (CAC) - 03/22/21 & 03/25/21
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?
- Teachers are working hard and going above and beyond in distance learning
- Google Classroom helpful
- Instructional assistant support beneficial for in-person learning and virtual classroom
- Positive connections = Positive outcomes

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?
- Need peer connection prior to returning to campus and once they return to campus
- Keep Google Classroom
- Need communications plan from school regarding what school will look like once students return
- Preview of transitions - moving to a new campus, new teacher, etc.
- Consistent communication opportunities between home and school

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- FUN!
- Provide different social and enrichment activities to get students involved
- Provide enrichment and recoupment opportunities for all students, in-person, and virtual

Collective Bargaining Groups

San Juan Professional Educators Coalition (SJPEC) - 03/04/21

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Common languages, common practices
- Early interventions, built-in intervention schedules, tiered interventions by grade level
- Essential Standards
- Maintain high-value engagement between schools and families

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Social interactions such as clubs, dances, etc.
- Systemwide consistency and standard expectations
- Relationships

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Fun and engaging skill development to help us get back to normal
- Reconnecting students with school
- Equitable access

California School Employees Association (CSEA), Bilingual Instructional Assistants (BIAs) - 02/21

Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Helpful programs - iReady math and reading, Reflex, Seesaw, Class Dojo, English as a Second Language (ESL) programs
- Need social-emotional support and mental health supports
- Teacher/BIA communications to families to check-in and provide resources are helpful
- Technology - Internet access problematic, technology support needed
- Need tutoring, homework, and assignment support

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Kind, caring teachers help students feel connected
- Opportunities to interact with peers online before a class, during a class, and after a class helps students feel connected - Fun Friday as an example
- Parent engagement is key
- Students look forward to interacting with peers when they return to in-person learning

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- In-person learning will help with social and emotional learning
- Fun, outdoor activities like sports, PE, art to promote peer interaction and social skills development
- Academic help in math, English, science, reading

San Juan Teachers Association (SJTA) - 03/18/21
Question 1: Describe what school staff, programs, and resources helped students learn best. What else is needed to help students learn better?

- Shared systems, understandings, and resources; equity and differentiation
- Ability to identify what skills are missing and to be able to target and teach students

Question 2: What are some things that made students feel connected to school and classmates during distance learning? What would help students feel more connected, safe, and supported at school as we transition to in-person learning?

- Mental health and anxiety support
- Connectedness through peer interactions
- Students knowing where they are academically
- Equity and access for student learning
- Need to connect with families

Question 3: We are creating a summer program that includes both in-person and distance learning experiences. What are some ideas and opportunities that students would be interested in and enjoy doing that would support their learning?

- Listen to students and respond accordingly
- Students leading their own learning as a motivation factor - how to be a student, how to do school, and how to be successful in school; Advancement Via Individual Determination (AVID) opportunities
- Enrichment opportunities - team building, less skills-based, inspiring students to want to come to school. More than just academics
- Social-emotional learning

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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 in order 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 stakeholders in its community to ensure a diversity of voices were represented in the LCAP. An expanded stakeholder engagement process was implemented resulting in an increase in the number and diversity of stakeholders, especially students, who provided their voice in the development of the LCAP as well as facilitated listening sessions. Additionally, the quality of stakeholder feedback improved as a result of stakeholder questions being connected to the four focus areas and Learning Continuity and Attendance Plan themes. This allowed the district to identify needs and actions not only for specific groups, but all stakeholder groups across the district. The feedback collected from the various stakeholder groups was summarized into common themes within each stakeholder group. Based on this feedback and last year's Local Control and Accountability Plan Parent Advisory Committee's (LCAP PAC) considerations, the LCAP PAC updated their considerations to help inform the 2021-2024 LCAP. Last, the summarized stakeholder feedback and the updated LCAP PAC considerations were shared with district LCAP focus area teams who revised, removed, and added to the LCAP actions, services, and expenditures based on the themes that emerged across stakeholder group input.

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.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we are changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.” For example, the state and local data that informed the development of this goal included 2019-2020 attendance rates, 2019-2020 School Climate Survey – Title 1 sites, grades 4-11, and stakeholder input.

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as, “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92% of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes four goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Chronic Absenteeism: Percentage of students who are chronically absent in grades TK-8. **Metric Source**: Local: Q	Overall: 13% (2018-2019) Disparity: 13.6% (Disparity = maximum difference between any subgroup compared to the overall rate) All 13 AA 25.7 HIS 14.7 WH 10.6 ELL 12.4 RFEP 5.9 FY 25.0 SpEd 19.2 SED 17.7 HM 26.6				All: <10% Disparity: <8.6%
Attendance: Attendance rates for students in TK-8. **Metric Source:** Local: Q	Overall: 95.2% (2018-2019) Disparity: 2.6% (Disparity = maximum difference between any subgroup compared to the overall rate) All 95.2 AA 93.2 HIS 94.8 WH 95.5 ELL 95.0 RFEP 96.6 FY 92.6 SpEd 93.8 SED 94.3 HM 92.7				All: > 95% Disparity: <2%
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.	2018-2019: Relationships: Level 2 Partnerships: Level 3 Input: Level 3				All: Level 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Metric Source: Local Performance Indicator - Parent and Family Engagement Self-Reflection Tool					
Connectedness, 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. **Metric Source:** Local Performance Indicator: District Climate Survey	2019-2020: Students: 50.8% of schools Staff: 73% of schools Parents: 92.1% of schools				All: > 70% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
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 Performance Indicator: District Climate Survey	2019-2020: Students: 76.2% of Schools Staff: 85.7% Parents: 93.7%				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	2019-2020: Non-White Certificated Staff: 21.0% Non-White Classified Staff: 26.0%				Non-White Certificated Staff: 24.0% Non-White Classified Staff: 29.0%
Parent Engagement in Leadership Roles: Percentage of parents of unduplicated students (low income, English learners, foster or homeless) in leadership roles (School Site Council, ELAC, DELAC, LCAP PAC, SPAC, etc.).	2019-2020: 36.4%				>45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Metric Source: Local: Illuminate					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Engagement	Provide information to parents on how to support instructional learning at home. Partner with and build capacity in parents across our diverse district (i.e. West End, Central, East End, etc.) to take leadership roles and step into districtwide decision-making roles to address specific school, region, and districtwide needs. Provide avenues where families are valued as active participants in building and maintain strong school and home relationships.	$599,415.00	Yes
2	Foster Youth Staffing and Services	Wraparound supports focused on attendance, tutoring, academic supports, college and career guidance, and transition from high school to college and career. Communication and marketing to families and students to ensure the success of these services.	$1,449,178.00	Yes
3	Attendance Support for Homeless and Foster Youth	Wraparound services that provide additional support for students and families experiencing homelessness including attendance improvement, transportation, and connection to additional district and community resources that support student basic needs and academic achievement. Communication and marketing to families and students to ensure the success of these services.	$632,752.00	Yes
4	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.	$2,793,815.00	Yes
5	Post-Arrival Transition	Support newcomer and refugee students through the use of cultural brokers. Address racial and cultural issues. Provide students with incentives, community service credits, and capacity building through summer programs that incorporate high school mentors as paid interns.	$303,202.00	Yes
6	Access to Public Meetings	Continue and increase access to public meetings via in-person and virtual platforms.	$55,000.00	No
7	Workforce Diversity	Improve recruitment and retention efforts focused on increasing diversity of staff members who represent our student populations; examine and revise policies, regulations and practices to actively recruit diverse staff.	$50,000.00	No

Goal Analysis [2021-2022]

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we are changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.” For example, the state and local data that informed the development of this goal included 2019-2020 suspension rates, 2019-2020 dropout rates, 2019-2020 School Climate Survey – Title 1 sites, grades 4-11, and stakeholder input.

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as, “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92% of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes four goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Suspension Rate: Percent of students who have one or more days of home/in-school suspension. **Metric Source:** Local: Q	Overall: 6.74% (2018-2019) Disparity: 14.31% (Disparity = maximum difference between any subgroup compared to the overall rate) All 6.74 AA 15.49 HIS 7.05 WH 5.65 ELL 5.52 RFEP 5.68 SpEd 10.69 FY 21.05 SED 9.14 HM 14.73				All: <4.7% Disparity: <9.3%
Suspension: Number of days of instruction lost to home/in-school suspension per 100 students. **Metric Source**: Local: Q	Overall: 16.9 days (2018-2019) Disparity: 53.3 days (Disparity = maximum difference between any subgroup compared to the overall rate) All 16.9 AA 48.4 HIS 17.5 WH 12.8 ELL 13.7 RFEP 13.7 SpEd 31.4 FY 70.2 SED 24.4 HM 48.1				All: <14.9 days Disparity: <47 days
Expulsion Rate: Percentage of students expelled from school. **Metric Source**: Local: Data from Central Review Office	Overall: 0.07% (2018-2019) Disparity: 0.13% (Disparity = maximum difference between any subgroup compared to the overall rate) All 0.07				Maintain Levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
	AA 0.19 HIS 0.10 WH 0.04 ELL 0.04 SpEd 0.03 FY 0.20 SED 0.09 HM 0.15				
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes). **Metric Source:** CALPADS	Overall: 6.6% (2018-2019) Disparity: 30.4% (Disparity = maximum difference between any subgroup compared to the overall rate) All 6.6 AA 11.8 HIS 7.5 WH 5.5 ELL 18.4 SpEd 13.4 SED 9.6 FY 37.0 HM 20.5				All: <5.6% Disparity: <25.4%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school. **Metric Source**: CALPADS	2018-2019: 24 Students				<20 Students
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. **Metric Source:** Local Performance Indicator: District Climate Survey	2021-2022: 0.0% (New metric)				Increase by 5% of schools where 3/4 of students, staff, and parents respond "agree" or "strongly agree"
Safety: Percentage of schools where at least 3/4 of students, parents, and staff	2019-2020: Students: 82.5% of schools Staff: 82.5% of schools Parents: 95.2% 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 2023–2024
respond "agree" or "strongly agree" to Safety. **Metric Source:** Local Performance Indicator: District Climate Survey					
School Facilities: All schools meet or exceed a "Good" rating on the Facilities Inspection tool. **Metric Source:** Local Performance Indicator: Facilities Inspection Tool	2019-2020: 100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$5,143,354.00	Yes
2	Prevention Services	Support school sites and students to reduce substance abuse and to create physically, socially, and emotionally safe environments.	$297,378.00	Yes
3	Inclusive School Climate and Equity	Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice and providing professional development (PD) for staff.	$1,213,541.00	Yes
4	School Climate Assessment and Continuous Improvement	Provide professional development to support sites with alternative practices to suspension (i.e. Positive Behavioral Interventions and Supports - PBIS, Restorative Practices - RP, Social Emotional-Learning - SEL).	$306,508.00	Yes
5	School Site Supports for Safe Environments	Provide and enhance staff trained in culturally responsive and restorative strategies to improve the safe environment of school sites including safety planning and training, safety systems, and student supervision.	$2,357,498.00	Yes

Goal Analysis [2021-2022]

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we are changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.” For example, the state and local data that informed the development of this goal included 2019-2020 Text level grades K-2, 2019-2020 NWEA Measures of Academic Progress (MAP) – Reading, grades 3-8, 2019-2020 NWEA Measures of Academic Progress (MAP) – Math, grades 3-8, 2018-2019 English Learner Proficiency Assessments of California (ELPAC), 2019-2020 Summative ELPAC, 2019-2020 Reclassification, and stakeholder input.

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as, “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92 percent of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes four goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Measuring and Reporting Results

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. **Metric Source:** Test Results for California's Assessments - SBAC and CAA	Overall: 46.6% (2018-2019) Disparity: 30.9% (Disparity = maximum difference between any subgroup compared to the overall rate) ALL 46.6 AA 24.7 HIS 34.9 WH 53.7 ELL 30.2 SpEd 15.7 SED 31.5 FY 21.1 HM 22.3				All: >55.6% Disparity: <20.9%
Math State Assessment: Percentage of students who meet or exceed math standards as measured by CAASPP. **Metric Source:** Test Results for California's Assessments - SBAC and CAA	Overall: 37.2% (2018-2019) Disparity: 24.1% (Disparity = maximum difference between any subgroup compared to the overall rate) All 37.2 AA 14.3 HIS 23.9 WH 44.9 ELL 23.6 SED 22.9 SpEd 13.1 FY 16.8 HM 13.1				All: >46.2% Disparity: <14.1%
Science Standards: Percentage of students who meet or exceed the science standards. **Metric Source:** Test Results for California's Assessments - CAST and CAA	2021-2022: 0.0% (new metric)				All: Increase by 5% Disparity: <10%
Teacher Implementation of State Content Standard:	2018-2019: ELA/Math: 80%				All: >80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers surveyed reporting "implementing" or "innovating" of the State Content Standards (ELA, Math, ELD, Science, and Social Science). **Metric Source:** Local Performance Indicator: CCSS	ELD: 55% Science: 46% Social Studies: 53%				
English Language Progress: Percentage of English language learners who demonstrate improvement using ELPI levels on the ELPAC. **Metric Source:** Local: Illuminate	2018-2019: 52.55%				>61.5%
English Language Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient. **Metric Source:** CALPADS/DataQuest	2020-2021: 4.5%				>5.5%
Standards Access: Percentage of students who have access to standards-aligned instructional materials. **Metric Source:** Local Performance Indicator: SARC	2019-2020: 100%				100%
Credentialed Staffing: Percentage of teachers properly credentialed and appropriately assigned. **Metric Source:** Local Performance Indicator: SARC	2019-2020: 100%				>95%
Text Level K-2: Percentage of students who meet or exceed the ELA standards	Overall: 57.8% (2018-2019) Disparity: 27.2%				All: >65.8% Disparity: <17.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by site text level assessment. **Metric Source:** Local: Illuminate	(Disparity = maximum difference between any subgroup compared to the overall rate) All 57.8 AA 46.4 HIS 52.8 WH 63.4 ELL 35.9 SED 47.6 SpEd 30.6 FY 39.0 HM 41.3				
Integrated Math 1 Completion: Percentage of Grade 9 students who successfully pass IM1 with a C or better by the end of their grade 9 year. **Metric Source:** Local: Q	Overall: 61.4% (2018-2019) Disparity: 46% (Disparity = maximum difference between any subgroup compared to the overall rate) All 61.4 AA 38.3 HIS 52.7 WH 66.8 ELL 34.2 RFEP 65.5 FY 15.4 SED 49.1 SpEd 34.0 HM 33.5				All: >64.4% Disparity: <41%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Math	Support teachers in creating thinking-based classrooms with rich dialogue, engaging tasks, and targeted assessment. Support strategies to incorporate real-world problem-solving situations. Support teachers in exploring strategies for equitable access that provide access for all students such as culturally responsive teaching and Universal Design for Learning (UDL).	$527,060.00	No
2	Core Literacy	Support practitioners through meaningful professional learning around research-based assessment and literacy instruction that engages students, infuses principles of Universal Design for Learning (UDL), and meets	$88,166.00	No

Action #	Title	Description	Total Funds	Contributing
		students' specific needs in both English language arts and history-social science.		
3	Intervention	Support implementation of interventions using relevant data to target instruction and monitor literacy and math.	$842,642.00	Yes
4	Middle and High School Integrated Math Support	Provide high schools support in IM 1 implementation and funds to support other academic and social-emotional needs. Provide middle schools Pilot Math support to targeted students in need of intervention.	$1,159,640.00	Yes
5	Integrated and Designated English language development (ELD)	Provide meaningful access for English learners (EL) through Integrated and Designated ELD instruction. Implementation support for ELD using evidence-based strategies and differentiation based on the academic and language needs of students of various EL profiles and guided by the EL Roadmap.	$7,196,190.00	Yes
6	Science	Support implementation of Next Generation Science Standards (NGSS), including adoption of new instructional materials, focusing on equitable access, engagement, and relevancy for all students.	$74,711.00	No
7	Supplemental Arts & Physical Fitness	Provide access to before/after school programs, especially for our targeted groups; professional learning opportunities that provide a broad-based approach to various learning strategies that can be applied across all content areas; 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.	$168,009.00	Yes
8	Academic Supports	Provide 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. Provide central support for implementation support of ELD standards (in conjunction with English language arts) and support to K-12 teachers, administrators, and classified staff around EL data as well as designated and integrated ELD. In addition, support with coordination of project GLAD professional learning and implementation of GLAD strategies for integrated ELD.	$1,570,220.00	Yes
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).	$2,786,575.00	Yes
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.	$3,349,366.00	Yes
11	Effective Classroom Instruction	Provide direct coaching and professional development to school site administrators focused on data analysis and supporting practitioner use of data to improve student achievement. Ensure teachers are properly credentialed and appropriately assigned as required by the Williams act.	$261,690,469.00	No

Goal Analysis [2021-2022]

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

San Juan Unified School District values an inclusive decision-making approach and relies upon broad engagement as a key driver of continuous improvement in our schools. Beginning with the 2019-2020 school year, San Juan launched an expansive listening and learning process as part of the development of a new district strategic framework and new 3-year LCAP including the following key activities:

- Convening a Strategic Planning Task Force to examine state and local data and generate key questions to guide, and synthesize the results from districtwide listening efforts
- Holding three Regional School-Community Forums where 324 parents, students, staff, and community members representing 92% of our schools engaged in data-for-equity protocols and provided direct input into the strategic framework
- Launching the Cultural Brokers Network to conduct listening and learning sessions with parents and students from groups facing particular challenges or whose voice was not captured through traditional engagement mechanisms

Data played an integral role. Participants in the Strategic Planning Task Force explored Dashboard data and district demographic data with a focus on articulating “who we are, how we are changing, whose voices are lost in the data, and how we can ensure their voices are not lost in the process.” For example, the state and local data that informed the development of this goal included 2019-2020 Graduation Rate, 2019-2020 On Track for Graduation, 2019-2020 College and Career Indicators, 2019-2020 Broad Course of Study, 2019-2020 School Climate Survey – Title 1 sites, grades 4-11, and stakeholder input.

Breakout groups were formed by data indicators: chronic absenteeism, suspension rates, academics, graduation rates, and college and career readiness. The groups disaggregated the data on the Dashboard by student sub-group to identify inequities, needs, and further questions that should be asked, such as, “What are the lived experiences of the data from the perspective of our stakeholders?” and “What questions does it generate?”

Next were three Regional Forums attended by site teams made up of administrators, teachers, classified staff, parents, students (at the secondary sites), and community members. These teams used data to surface shared values and address questions posed by the initial Strategic Task Force group. Teams from 92% of the school sites participated in one of the three regional forums and provided input into the shared values, focus areas, and equity components of the strategic plan.

Finally, data review and inquiry also occurred at LCAP PAC and DELAC meetings, including an initial session introducing LCAP PAC parents and parents of English learners to the basics of the Dashboard site – how to access it, what it includes, etc., before delving more into the ratings and information. The district’s LCAP team and English Learner Services team further collaborated to align new LCAP goals to the California English Learner Roadmap.

As a result of this process, a strategic framework/LCAP plan was developed in collaboration with stakeholders that includes four goals aligned to the Dashboard data areas that will be used to focus the district’s continuous improvement work.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
Graduation Rate: Percentage of students who graduate high school within 4 years. **Metric Source:** CALPADS/DataQuest	Overall: 88% (2018-2019) Disparity: 34.3% (Disparity = maximum difference between any subgroup compared to the overall rate) All 88.0 AA 79.2 HIS 85.5 WH 89.6 ELL 77.3 SpEd 67.5 SED 82.6 FY 53.7 HM 68.7				All: >89% Disparity: <29.3%
College and Career Indicator (CCI Rate): Percentage of students placed in the "Prepared" level by the state's college and career indicator. **Metric Source:** California School Dashboard	Overall: 41.1% (2018-2019) Disparity: 39.1% (Disparity = maximum difference between any subgroup compared to the overall rate) All 41.1 AA 16.1 HIS 31.8 WH 44.9 ELL 8.0 RFEP 5.68 SpEd 4.5 FY 2.0 SED 25.9 HM 13.9				All: >47.1% Disparity: <29.1%
A-G Completion: Percentage of graduating seniors who meet the A-G college requirements. **Metric Source:** CALPADS	Overall: 45.6% (2018-2019) Disparity: 45.6% (Disparity = maximum difference between any subgroup compared to the overall rate) All 45.6 AA 23.9 HIS 37.0 WH 48.9 ELL 9.5				All: >48.6% Disparity: <35.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
	SpEd 4.3 SED 28.6 FY 0.0 HM 16.7				
CTE Completion: Percentage of graduating seniors who complete at least one CTE pathway. **Metric Source:** CALPADS	Overall: 8.9% (2018-2019) Disparity: 8.9% (Disparity = maximum difference between any subgroup compared to the overall rate) All 8.9 AA 5.8 HIS 11.6 WH 7.4 ELL 6.1 SpEd 9.1 SED 10.6 FY 0.0 HM 10.2				All: >11.9% Disparity: <3.9%
A-G and CTE Completion: Percentage of graduating seniors who meet the A-G college requirements and complete at least one CTE pathway. **Metric Source:** CALPADS	Overall: 4.3% (2018-2019) Disparity: 4.3% (Disparity = maximum difference between any subgroup compared to the overall rate) All 4.3 AA 2.6 HIS 4.6 WH 3.6 ELL 0.7 SpEd 0.0 SED 3.7 FY 0.0 HM 5.6				All: >7.3% Disparity: <3.6%
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	Overall: 50.1% (2018-2019) Disparity: 50.1% (Disparity = maximum difference between any subgroup compared to the overall rate) All 50.1 AA 27.1 HIS 44.1 WH 52.7				All: >55.1% Disparity: <40.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
	ELL 15.0 SpEd 13.4 SED 35.5 FY 0.0 HM 21.3				
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. **Metric Source:** Local: AEP Report	Overall: 21.3% (2018-2019) Disparity: 21% (Disparity = maximum difference between any subgroup compared to the overall rate) All 21.3 AA 6.9 HIS 15.3 WH 23.7 ELL 24.7 SED 9.6 SpEd 0.4 FY 0.3 HM 4.6				>30.3% Disparity <16%
College and Career Indicators (Early Assessment Program ELA): Percentage of grade 12 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional). **Metric Source:** Local: CAASPP Scores	Overall: 52.6% (2019-2020) Disparity: 40.3% (Disparity = maximum difference between any subgroup compared to the overall rate) All 52.6 AA 37.2 HIS 42.3 WH 57.2 ELL 37.2 SED 35.8 SpEd 12.3 FY 18.8 HM 27.5				All: >59.6% Disparity: <30.3%
College and Career Indicators (Early Assessment Program Math): Percentage of grade 12 students who take the EAP and demonstrate preparedness for college and career (conditional or unconditional) as measured	Overall: 31.2% (2019-2020) Disparity: 25.6% (Disparity = maximum difference between any subgroup compared to the overall rate) All 31.2				All: >38.2% Disparity: <15.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
by the Early Assessment Program (EAP). **Metric Source:** Local: CAASPP Scores	AA 10.6 HIS 18.2 WH 35.8 ELL 20.7 SED 16.3 SpEd 5.6 FY 5.6 HM 5.7				
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. **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. **Broad Course of Study**: Percentage of 9-12 grade students who receive a broad course of study based on enrollment in course/graduation requirements in ELA, math, science, social science, foreign language, PE, and VAPA. **Metric Source:** Local Performance Indicator: Q	2019-2020: TK-5: 92.8% 2019-2020: Grades 6-8: 95.6% 2019-2020: Grades 9-12: ELA: 96.9% Math: 85.5% Science: 75.9% Social Studies: 79.4% Foreign Language: 51.7% VAPA: 43.0% PE: 60.2%				TK-5: >95% Grades 6-8: Maintain Levels Grades 9-12: Maintain Levels
On Track for Graduation - Elementary Grades: Percentage of students who receive a 1 in English Language Arts or Math.	Elementary Overall: 23.1% (2019-2020) Disparity: 23.2% (Disparity = maximum difference between any subgroup compared to the overall rate) All 23.1 AA 32.1 HIS 26.8 WH 17.6 ELL 46.3				All Elementary: <20.1% Disparity: <18.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–2024
	SED 32.3 SpEd 25.8 FY 37.6 HM 39.4				
On Track for Graduation - Middle School Grades: Percentage of students who receive a D/F.	Middle Overall: 28.4% (2019-2020) Disparity: 30.5% (Disparity = maximum difference between any subgroup compared to the overall rate) All 28.4 AA 47.6 HIS 37.3 WH 22.6 ELL 48.5 SED 40.4 SpEd 41.0 FY 47.2 HM 58.9				All Middle: <21.4% Disparity: <23%
On Track for Graduation - High School Grades: Percentage of students who receive a D/F.	High Overall: 29.3% (2019-2020) Disparity: 25.2% (Disparity = maximum difference between any subgroup compared to the overall rate) All 29.3 AA 44.7 HIS 38.3 WH 25.0 ELL 50.3 SED 40.5 SpEd 42.9 FY 52.5 HM 54.5				All High: <22.3% Disparity: <19%
Metric Source: Local: Q					

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counseling	Develop and maintain a K-12 comprehensive school counseling curriculum for Tier 1 support for all students (including graduation track and certificate of completion) focused on three domains: Career/College, Academic, and Personal Social.	$1,776,659.00	Yes
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. 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 Plan (IEP), enrollment, translation of documents, foreign transcripts, and interpretation.	$920,497.00	Yes
3	Post-Secondary Opportunities and Exposure	Expose students to opportunities through lessons in Naviance, counseling core instruction, 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 graduating from high school.	$479,261.00	Yes
4	Alternative Education and Credit Recovery	Provide students with alternative and credit recovery options to high school graduation and exposure to college/career options to support students who want an alternative route to finish high school and for students who become credit deficient.	$1,996,421.00	Yes
5	Summer Opportunities and Enrichment	Intervention and enrichment opportunities for students who are at risk from not being on grade level.	$1,158,387.00	No
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.	$199,854.00	Yes
7	AVID	Provide AVID (Advancement Via Individual Determination) program to 7 middle school and 12 high school sites to support students with college access and skill development to be successful in post-secondary.	$1,697,088.00	Yes
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.	$2,854,130.00	No

Action #	Title	Description	Total Funds	Contributing
9	K-8 College and Career Strength Finding/Career Planning & Support	Support all 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	No
10	District System Supports for Continuous Improvement	Site funding to implement continuous improvement principles and practices with stakeholders focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.	$5,717,614.00	Yes

Goal Analysis [2021-2022]

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-2022]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.78%	$36,283,965

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Our 2017-2020 LCAP was designed around two goals. One notable change to the 2021-2024 LCAP is that it is designed around four goals. This change was a result of an expansive listening and learning process to develop a new district strategic framework with stakeholders that included four new focus area goals. This work also resulted in new and revised 2021-2024 LCAP actions that were aligned to our new strategic framework and focus area goals.

In order to identify the needs of our foster youth, homeless youth, English learners, and low-income students, we reviewed statewide summative data and local data. The disruption of COVID-19, however, resulted in the absence of statewide summative data in 2020-2021 so we relied on data from 2019-2020 as well as local data to inform our actions.

After reviewing the data, we then conducted a causal analysis to better understand why we are getting the current outcomes. This included a needs assessment of our unduplicated students using statewide and local data including stakeholder input. Through this process, we identified key drivers and actions to achieve our goals and where to target our funds most effectively for our unduplicated students based on our past experience, research, and educational theory. We also developed a plan for how to implement and monitor progress of our actions LEA-wide using our continuous improvement model.

To explain how the needs of our foster youth, homeless youth, English learners, and low-income students were considered first and how these actions will be the most effective way to meet the goals for these students, the following section will be organized by each of our four goals and include the following information:

- **Needs Assessment of Unduplicated Students:** Summary of statewide data and local data
- **Actions:** Key actions to achieve our goal and where to target funds most effectively
- **Expected Measurable Outcomes:** The intended impact of services for our unduplicated students

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.

Needs Assessment of Unduplicated Students:
2019-2020 Attendance Rates:

- Low-income youth (94.5%), foster youth (91.8%), and homeless youth (91.5%) attendance rate is low compared to the district's overall student attendance rate (96.2%)
- Chronically absent students' rates remain high for low-income students (17.7%), foster youth (26.3%), and homeless youth (32.6%) compared to the district's overall chronically absent student rate (10.5%)

2019-2020 School Climate Survey – Title 1 sites, grades 4-11:

- Caring Relationships and High Expectations:
  - 58.3% of students state school climate is positive, nurturing, and caring
  - 83.4% of students state there is an adult on campus who listens to them when they have something to say
- Meaningful Participation:
  - 62.2% of students state the quality of classes and activities offered meet their interests and talents
  - 74.4% of students state they are motivated and engaged in what they are learning
- Parent Engagement:
  - 68.8% of parents state their student's school actively seeks the input of parents and staff before making important decisions
  - 86% of parents state teachers provide information about their child's performance to parents who speak a language other than English
  - 87.6% of parents state translated materials (or a translator) for their language are available when they come to school

2020-2021 Stakeholder input themes include:

- Increase staff that looks like the diverse student school population
- Parent and family engagement
- Academic supports
- Family leadership resources
- Mental health supports
- Teacher support and communication
- Mentoring opportunities
- Bilingual instructional assistants and translators
- English language development classes, English learner teachers, newcomer programs, English learner summer school, English Language Proficiency Assessments for California (ELPAC) test preparation classes
- Parent orientation classes – college/career, navigating American society, credit recovery, Technology, and graduation requirements
- Additional targeted communication for vulnerable groups
- Access to supplies, basic needs, and technology support
- Family activities

Actions:

- Family and Community Engagement - Provide information to parents on how to support instructional learning at home. Partner with and build capacity in parents across our diverse district (i.e. West End, Central, East End, etc.) to take leadership roles and step into districtwide decision-making roles to address specific school, region, and districtwide needs. Provide avenues where families are valued as active participants in building and maintain strong school and home relationships.
- Foster Youth Staffing and Services - Wraparound supports focused on attendance, tutoring, academic supports, college and career guidance, and transition from high school to college and career. Communication and marketing to families and students to ensure the success of these services.
- Attendance Support for Homeless and Foster Youth - Wraparound services that provide additional support for students and families experiencing homelessness including attendance improvement, transportation, and connection to additional district and community resources that support student basic needs and academic achievement. Communication and marketing to families and students to ensure the success of these services.
- 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.

- Post-Arrival Transition - Support newcomer and refugee students through the use of cultural brokers. Address racial and cultural issues. Provide students with incentives, community service credits, and capacity building through summer programs that incorporate high school mentors as paid interns.

Expected Measurable Outcomes:

- Increase the number of positive connections between families, students, and school sites
- Improve reading and math outcomes
- Increase capacity of families and teachers to co-create SMART goals focused on math and reading
- Increase graduation rate of targeted students
- Increase participant confidence in their ability to support their child's academic and social-emotional needs by developing related skills
- Reduce chronic absenteeism of foster youth
- Improve support to foster youth in transition between McKinney Vento (MKV) and foster youth and transitioning to larger comprehensive high schools
- Improve the enrollment process
- Increase the quantity and quality of tutoring and credit recovery available
- Increase the quantity of social-emotional supports provided
- Increase access to career technical pathways and career planning.
- Increase the quantity of students who are college and career ready at graduation
- Increase the quantity of supports, resources, and interventions connected to student attendance and achievement
- Decrease barriers to accessing and attending school
- Improve quality of instruction to develop English proficiency
- Increase access for families to critical information related to safety, instruction, and home school connections.
- Improve the quality of post-arrival transition to the American school system

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.

Needs Assessment of Unduplicated Students

2019-2020 Suspension Rates:

- Home school suspension rates remain high for homeless youth (16%) and foster youth (29.6%)
- In-school suspension rates for English learners (3.4%), low-income (3.2%), foster youth (5.4%), and homeless youth (4.7%) are improving, but data reflect a need for further in-school suspension rate reductions

2019-2020 Dropout Rates:

- High school dropout rates remain high for homeless youth (12%) and foster youth (29.6%)

2019-2020 School Climate Survey – Title 1 sites, grades 4-11:

- Sense of Belonging:
  - 56.9% of students feel they are a part of their school community
  - 61.2% of students feel that adults at their school treat students fairly
  - 58.6% of students feel close to people at their school
  - 56.9% of students are happy to be at their school
  - 58.1% of students state they are asked to provide feedback to their teachers about how they think their classes should be improved
- Safety:
  - 65.3% of students feel safe at their school both before and after school
  - 71% of students state that concerns regarding safety are addressed appropriately at their school
  - 62.2% of students state their school is a safe place for all students
  - 38.6% of students state bullying is an issue on their campus

2020-2021 Stakeholder input themes include:

- Mental health supports and improved access
- Social-emotional supports
- Safe, trusting, and comfortable spaces for all students
- Teacher supports
- COVID safety protocols
- Peer interaction opportunities
- Increase student voice
- Increase opportunities to address racial and diversity issues
- Adult allies
- Alternatives to suspension
- Sharing different perspectives/experiences
- Conflict resolution
- Inclusion of English learners and students with disabilities in classrooms, events, activities, clubs, and groups
- Prevention services: bullying and substance abuse

Actions:

- Multi-Tiered System of Supports for Social-Emotional Health - Provide Tier 1, 2, and 3 support to sites through direct services to students along with professional development based on site need.
- Prevention Services - Support school sites and students to reduce substance abuse and to create physically, socially, and emotionally safe environments.
- Inclusive School Climate and Equity - Build and create culturally responsive, psychologically, socially, emotionally, and academically safe environments by lifting student voice and providing Professional Development (PD) for staff.
- School Climate Assessment and Continuous Improvement - Provide professional development to support sites with alternative practices to suspension (i.e. Positive Behavior Interventions and Supports-PBIS, Restorative Practices-RP, Social Emotional Learning-SEL).

Expected Measurable Outcomes:

- Reduce the number of behavioral referrals and exclusionary discipline practices
- Increase positive social-emotional interactions with adults and peers
- Increase support for students with exceptional needs in full inclusion programs
- Increase participation in support programs and prevention education opportunities
- Improve attendance
- Increase the number of students served needing vaccinations throughout the year
- Increase the number of students who are college and career ready
- Increase student awareness of identity, diversity, justice, and action within our community
- Reduce barriers and increase access to programs for targeted student populations
- Increase student voice and opportunities to provide input regarding decisions being made in the system

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.

Needs Assessment of Unduplicated Students

2019-2020 Text level grades K-2:

- K-2 reading levels remain low for low-income youth (41.5%), foster youth (37.5%), homeless youth (36.6%), and English learners (31.5%)

2019-2020 NWEA Measures of Academic Progress (MAP) – Reading, grades 3-8:

- Students reading at or above grade level remain low for low-income youth (26.4%), foster youth (17.2%), homeless youth (15.8%), and English learners (4.0%)

2019-2020 NWEA Measures of Academic Progress (MAP) – Math, grades 3-8:

- Students performing at or above grade level in math remain low for low-income youth (18.4%), homeless youth (15.4%), English learners (5.3%), and foster youth (4.9%)

2019-2020 Integrated Math 1:
- The percent of 9th grade students expected to successfully complete Integrated Math 1 (IM1) with a "C" or better or receive credit remain low for low-income youth (59.2%), English learners (43.5%), homeless youth (37.0%), and foster youth (35.7%)

2018-2019 English Learner Proficiency Assessments of California (ELPAC):
- 51.9% of English learners increased one English Language Progress Indicator (ELPI) level

2019-2020 Summative ELPAC:
- Due to COVID-19, the district was only able to assess 61% of English learners of which 6.3% scored fluent

2019-2020 Reclassification:
- 3.7% of English learners reclassified

2020-2021 Stakeholder input themes include:
- Shared practices to support student learning
- Equity and differentiation for all students
- Ensure curriculum and materials for home use
- Increase supports for English learners in English language arts, science, math, and social science
- Match interventions to assessment data
- Flexibility in course design and curriculum
- Math supports – including hands-on activities
- Science, technology, engineering, arts, and mathematics (STEAM)
- Guided Language Acquisition Design (GLAD) and primary language support
- Summer school enrichment opportunities
- Build more intervention time in the school day
- Increase support for Long-term English learners, English learners, and refugee/newcomer
- Tutoring – Online, after-school, and embedded in the school day
- Offer English learner professional development (PD) to bilingual instructional assistants (BIAs), translators, and other staff besides teachers

Actions:
- Intervention - Support implementation of interventions using relevant data to target instruction and monitor literacy and math.
- Integrated and Designated English Language Development (ELD) - Provide meaningful access for English learners (EL) through Integrated and Designated ELD instruction. Implementation support for ELD using evidence-based strategies and differentiation based on the academic and language needs of students of various EL profiles and guided by the EL Roadmap.
- Supplemental Arts and Physical Fitness - Provide access to before and after-school programs, especially for our targeted groups; professional learning opportunities that provide a broad-based approach to various learning strategies that can be applied across all content areas; ensure students have the materials & supplies needed for learning at school and at home; and enrichment opportunities that provide extended learning beyond the instructional day.
- Academic Supports - Provide staffing for implementation of ELD and content standards to support K-12 teachers, administrators, and classified staff.
- 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).

Expected Measurable Outcomes:
- Ensure that students are monitored and provided targeted assistance through Multi-Tiered

System of Supports (MTSS) to reduce barriers to academic success
- Increase instruction through out-of-school time tutoring
- Provide access to the language development courses and supplemental materials needed to support students in designated ELD classes
- Increase access and opportunity for students to participate in the arts, sports, and physical activities
- Improve the quality of instruction through learning activities that are culturally responsive, historically broad in perspective, and reflective of their individual and community experiences
- Increase access to quality cultural spaces that otherwise might be inaccessible to targeted students
- Provide relevant fieldwork experiences in the arts, sports, and physical activities
- Increase free access to quality instruments, equipment, materials, and supplies to students who wish to participate in available programs who would otherwise not be able to participate without these resources
- Provide support to staff to assist in understanding and instructing English learners
- Increasing administrative support to promote student positive academic and behavioral outcomes
- Increase access to additional academic instruction to encourage language acquisition and access content

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.

Needs Assessment of Unduplicated Students
2019-2020 Graduation Rate:
- Four-year graduation rates remain low for low-income youth (82.3%), English learners (77.1%), homeless youth (69.3%), and foster youth (51.9%)

2019-2020 On Track for Graduation:
- Elementary: The percent of students receiving a “1” on their report card in English language arts or math remain high for low-income (31.9%), foster youth (36.3%), homeless youth (38.8%), and English learners (45.7%)
- Middle School: The percent of students receiving 25% or more D/F’s on their report card remain high for low-income youth (40.4%), foster youth (47.2%), English learners (48.5%), and homeless youth (58.9%)
- High School: The percent of students receiving 25% or more D/F’s on their report card remain high for low-income youth (40.5%), English learners (50.3%), foster youth (52.5%), and homeless youth (54.5%)

2019-2020 College and Career Indicators:
- The percent of graduating seniors who complete all A-G requirements prior to graduating remain low for low-income youth (30.5%), homeless youth (20.5%), English learners (16.9%), and foster youth (7.1%)
- The percent of graduating seniors who complete all A-G requirements or a career technical sequence capstone course prior to graduating remain low for low-income youth (37.8%), homeless youth (26.5%), English learners (26.4%), and foster youth (10.7%)
- The percent of seniors who receive a college-ready qualifying score on an Advanced Placement test at any time during their high school years remain low for low-income youth (8.9%), homeless youth (3.2%), English learners (1.3%), and foster youth (0.0%)
- The percent of seniors who are college-ready/conditionally ready as measured on the Early Assessment Program (EAP) for math remain low for low-income youth (14.5%), homeless youth (5.6%), English learners (3.5%) and foster youth (0.0%%)
- The percent of seniors who are college-ready/conditionally ready as measured on the Early Assessment Program (EAP) for English language arts remain low for low-income youth (33.4%), homeless youth (29.4%), foster youth (17.6%), and English learners (1.3%)

2019-2020 Broad Course of Study:

- Elementary: The percent of students receiving a broad course of study remain low for low-income youth (86.8%), foster youth (84.5%), homeless youth (84.5%), and English learners (79.5%)

2019-2020 School Climate Survey – Title 1 sites, grades 4-11:

- College and Career:
  - 79.4% of students state they and their parents are well-informed on the use of Naviance to develop their student pathway
  - 65.5% of students state they know what they want to be when they grow up
  - 65.7% of students state they know the kinds of courses they need to pass to be prepared for college

2020-2021 Stakeholder input themes include:

- College, career and life skills support and planning
- English learner summer school
- Adult availability to support young learners – expose, explore, and experience
- Summer school enrichment activities
- English language development, English learners, and newcomer programs
- Credit recovery and learning loss strategies
- Community service and internship opportunities
- English Language Proficiency Assessments of California (ELPAC) test preparation classes
- College visits, application support, and career exploration
- Scholarship opportunities
- Access to academic support

Actions:

- Alignment of Resources for English Learner Programs and Services - Align interpreters and Bilingual Instructional Assistants (BIAs) 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. 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 Plan (IEP), enrollment, translation of documents, foreign transcripts, and interpretation.
- Post-Secondary Opportunities and Exposure - Expose students to opportunities through lessons in Naviance, counseling core instruction, 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 graduating from high school.
- Alternative Education and Credit Recovery - Provide students with alternative and credit recovery options to high school graduation and exposure to college/career options to support students who want an alternative route to finish high school and for students who become credit deficient.
- Summer Opportunities and Enrichment - Intervention and enrichment opportunities for students who are at risk of not being on grade level.
- 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.
- AVID - Provide AVID (Advancement Via Individual Determination) program to 7 middle school and 12 high school sites to support students with college access and skill development to be successful in post-secondary.
- District System Supports for Continuous Improvement - Site funding to implement continuous improvement principles and practices with stakeholders focused on improving and increasing services for targeted student groups. This includes staffing, professional learning, and supplies.

Expected Measurable Outcomes:

- Provide access to English learner (EL) parents to enter adult education classes to work towards earning

a high school diploma to enable parents of San Juan students to better assist their students in the educational process
- Improve the quality of services that English learners receive by ensuring appropriate placement in English language development (ELD) classes and other programs as appropriate
- Improve the quality of services by ensuring students can enroll in the appropriate courses to meet their post-graduation goals
- Increase access to Advanced Placement (AP) and International Baccalaureate (IB) classes and increase the number of students who take the AP and IB test
- Provide students with the opportunity to recover credits within their comprehensive schools
- Increase the number of students with passing grades in courses
- Decrease the number of students who are in jeopardy of failing to earn a passing grade in courses
- Increase language proficiency and reclassification rates for EL students
- Increase the number of students who can read at grade level by third grade
- Increase the quantity of students who have access to the resources, supports, and skills to be successful in post-secondary
- Increase financial resources to expand, adopt, or implement new practices
- Improve alignment of School Plan for Student Achievement (SPSA) actions, goals, and expenditures to support targeted populations
- Improve system capacity to identify student needs, take action in partnership with stakeholders, and measure impact of work
- Increase quantity and improve quality of input and feedback with stakeholders

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 California Department of Education (CDE) formula calculator, San Juan Unified School District's (SJUSD) 2021-22 Local Control Funding Formula (LCFF) Supplemental Grant is projected to be $36,283,965. This is an increase of $468,313 over last year's LCFF Supplemental Grant allocation of $35,815,654 which targeted similar student populations.

SJUSD educates approximately 38,945 students in kindergarten through 12th grade. Currently, 18,382 students qualify as low-income, 6,456 students are identified as English learners, 1,830 students are identified as homeless, and 156 students are identified as foster youth. In San Juan, the population of unduplicated pupils is not necessarily concentrated in a few schools. While the district has 13 sites with rates of unduplicated students exceeding 75%, two of every three schools have rates in excess of 40%. School populations are changing and ten schools have rates of unduplicated students below 25%. This demographic distribution across schools supports the conclusion that services or actions directed in support of the targeted populations are needed at all schools. However, LCFF supplementally-funded actions at schools with densities below 40% are focused on targeted student populations.

The actions and services in San Juan's LCAP 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 English learners, foster youth, homeless youth, and/or low-income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted 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. By distributing focused actions and services across schools, with an emphasis on our unduplicated student groups, we intend to increase the rate of student success for all students.

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$298,943,401.00	$6,149,830.00	$685,908.00	$5,695,461.00	$311,474,600.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$302,688,566.00	$8,786,034.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Family and Community Engagement	$599,415.00				$599,415.00
1	2	Foster Youth	Foster Youth Staffing and Services	$889,301.00		$99,999.00	$459,878.00	$1,449,178.00
1	3	Foster Youth	Attendance Support for Homeless and Foster Youth	$632,752.00				$632,752.00
1	4	English	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	$2,349,156.00			$444,659.00	$2,793,815.00
1	5	English	Post-Arrival Transition	$50,000.00			$253,202.00	$303,202.00
1	6	All	Access to Public Meetings				$55,000.00	$55,000.00
1	7	English learners, Refugee, African American, Latino	Workforce Diversity	$50,000.00				$50,000.00
2	1	English Foster Youth Low Income	Multi-Tiered System of Support for Social-Emotional Health	$3,752,393.00		$123,821.00	$1,267,140.00	$5,143,354.00
2	2	English Foster Youth Low Income	Prevention Services	$297,378.00				$297,378.00
2	3	English Foster Youth Low Income	Inclusive School Climate and Equity	$1,213,541.00				$1,213,541.00
2	4	English Foster Youth Low Income	School Climate Assessment and Continuous Improvement	$154,030.00			$152,478.00	$306,508.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Foster Youth Low Income	School Site Supports for Safe Environments	$993,919.00	$1,289,446.00	$74,133.00		$2,357,498.00
3	1	All	Core Math	$527,060.00				$527,060.00
3	2	All	Core Literacy	$43,858.00	$44,308.00			$88,166.00
3	3	English Foster Youth Low Income	Intervention	$842,642.00				$842,642.00
3	4	English Foster Youth Low Income	Middle and High School Integrated Math Support	$1,010,824.00	$148,816.00			$1,159,640.00
3	5	English	Integrated and Designated English language development (ELD)	$7,196,190.00				$7,196,190.00
3	6	All	Science		$74,711.00			$74,711.00
3	7	English Foster Youth Low Income	Supplemental Arts & Physical Fitness	$168,009.00				$168,009.00
3	8	English	Academic Supports	$1,055,429.00		$235,603.00	$279,188.00	$1,570,220.00
3	9	English Foster Youth Low Income	School Site Innovation	$2,786,575.00				$2,786,575.00
3	10	English Foster Youth Low Income	Professional Growth	$117,006.00	$1,979,605.00	$132,665.00	$1,120,090.00	$3,349,366.00
3	11	All	Effective Classroom Instruction	$261,690,469.00				$261,690,469.00
4	1	English Foster Youth Low Income	School Counseling	$1,637,260.00	$139,399.00			$1,776,659.00
4	2	English	Alignment of Resources for English learner Programs and Services	$900,810.00		$19,687.00		$920,497.00
4	3	English Foster Youth Low Income	Post-Secondary Opportunities and Exposure	$479,261.00				$479,261.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	English Foster Youth Low Income	Alternative Education and Credit Recovery	$1,996,421.00				$1,996,421.00
4	5	All	Summer Opportunities and Enrichment				$1,158,387.00	$1,158,387.00
4	6	English Foster Youth Low Income	Early Childhood Education	$75,000.00			$124,854.00	$199,854.00
4	7	English Foster Youth Low Income	AVID	$1,697,088.00				$1,697,088.00
4	8	All	Career Technical Education (CTE) Pathway Articulation and CTE Advancement		$2,473,545.00		$380,585.00	$2,854,130.00
4	9	All	K-8 College and Career Strength Finding/Career Planning & Support	$20,000.00				$20,000.00
4	10	English Foster Youth Low Income	District System Supports for Continuous Improvement	$5,717,614.00				$5,717,614.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$36,612,014.00	$44,956,677.00
LEA-wide Total:	$13,930,947.00	$20,195,179.00
Limited Total:	$13,073,638.00	$14,865,854.00
Schoolwide Total:	$9,607,429.00	$9,895,644.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$599,415.00	$599,415.00
1	**2**	Foster Youth Staffing and Services	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$889,301.00	$1,449,178.00
1	**3**	Attendance Support for Homeless and Foster Youth	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$632,752.00	$632,752.00
1	**4**	Accessible, Assets-Oriented, and Needs Responsive Schools for English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,349,156.00	$2,793,815.00
1	**5**	Post-Arrival Transition	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	$303,202.00
2	**1**	Multi-Tiered System of Support for Social-Emotional Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,752,393.00	$5,143,354.00
2	**2**	Prevention Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,378.00	$297,378.00
2	**3**	Inclusive School Climate and Equity	LEA-wide	English Learners Foster Youth	All Schools	$1,213,541.00	$1,213,541.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	4	School Climate Assessment and Continuous Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,030.00	$306,508.00
2	5	School Site Supports for Safe Environments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$993,919.00	$2,357,498.00
3	3	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$842,642.00	$842,642.00
3	4	Middle and High School Integrated Math Support	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12 Middle and High Schools	$1,010,824.00	$1,159,640.00
3	5	Integrated and Designated English language development (ELD)	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,196,190.00	$7,196,190.00
3	7	Supplemental Arts & Physical Fitness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,009.00	$168,009.00
3	8	Academic Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,055,429.00	$1,570,220.00
3	9	School Site Innovation	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: See Addendum A for list of Title 1 sites	$2,786,575.00	$2,786,575.00
3	10	Professional Growth	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,006.00	$3,349,366.00
4	1	School Counseling	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Each site with site-based school counselor & 9 comprehensive high schools - Bella Vista, Casa Roble,	$1,637,260.00	$1,776,659.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Del Campo, Encina, Mira Loma, Mesa Verde, Rio Americano, San Juan		
4	2	Alignment of Resources for English learner Programs and Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$900,810.00	$920,497.00
4	3	Post-Secondary Opportunities and Exposure	Schoolwide	English Learners Foster Youth Low Income	High schools	$479,261.00	$479,261.00
4	4	Alternative Education and Credit Recovery	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	$1,996,421.00	$1,996,421.00
4	6	Early Childhood Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	$199,854.00
4	7	AVID	Schoolwide	English Learners Foster Youth Low Income	Middle schools and high schools	$1,697,088.00	$1,697,088.00
4	10	District System Supports for Continuous Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,717,614.00	$5,717,614.00

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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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 2021–2022, 2022–2023, and 2023–2024 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 2018–2019 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 outcomes on some metrics may not be computable at the time the 2021–2024 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 2021–2022. 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 2022–2023, 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 2023–2024, 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 2024–2025, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–2025 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 2023-2024**: 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 2023–2024 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 (2023-2024)
Enter information in this box when completing the LCAP for **2021–2022**.	Enter information in this box when completing the LCAP for **2021–2022**.	Enter information in this box when completing the LCAP for **2022–2023**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–2024**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–2025**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–2022**.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2021–2024 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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 K-5), 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”.

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **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.

Addendum A – List of Title 1 Specific School Sites

Goal 3, Action 9 School Site Innovation Title 1 Schools
Arcade Fundamental Middle
Arlington Heights Elementary
Cameron Ranch Elementary
Carmichael Elementary
Charles Peck Elementary
Cottage Avenue Elementary
Coyle Avenue Elementary
Del Paso Manor Elementary
Dyer-Kelly Elementary
Encina High 20-21
Encina Middle 20-21
Grand Oaks Elementary
Greer Elementary
Howe Avenue Elementary
Kingswood K-8
La Vista Center
Laurel Ruff Transition
Lichen K-8
Mariposa Avenue Elementary
Northridge Elementary
Pasadena Avenue Elementary
San Juan High
Skycrest Elementary
Starr King K-8
Thomas Edison Elementary
Thomas Kelly Elementary
Whitney Avenue Elementary
Will Rogers Middle