LCFF Budget Overview for Parents

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

CDS Code: 35-75259

School Year: 2021-22
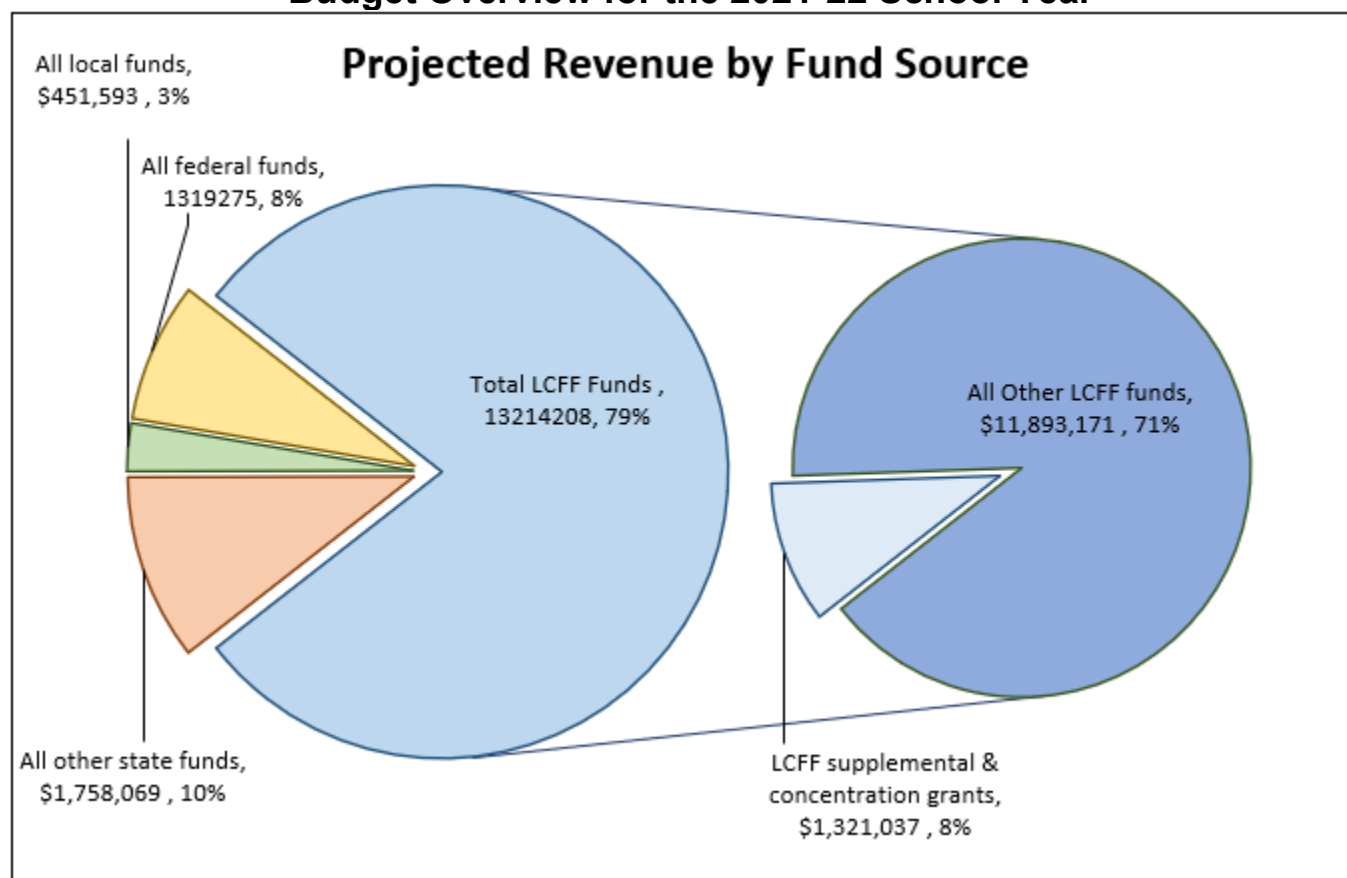
LEA contact information:

 Michele Huntoon, Ed.D.

 Superintendent

 831.623.4500

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All local funds, $451,593 , 3%
All federal funds, 1319275, 8%
Total LCFF Funds , 13214208, 79%
All Other LCFF funds, $11,893,171 , 71%
All other state funds, $1,758,069 , 10%
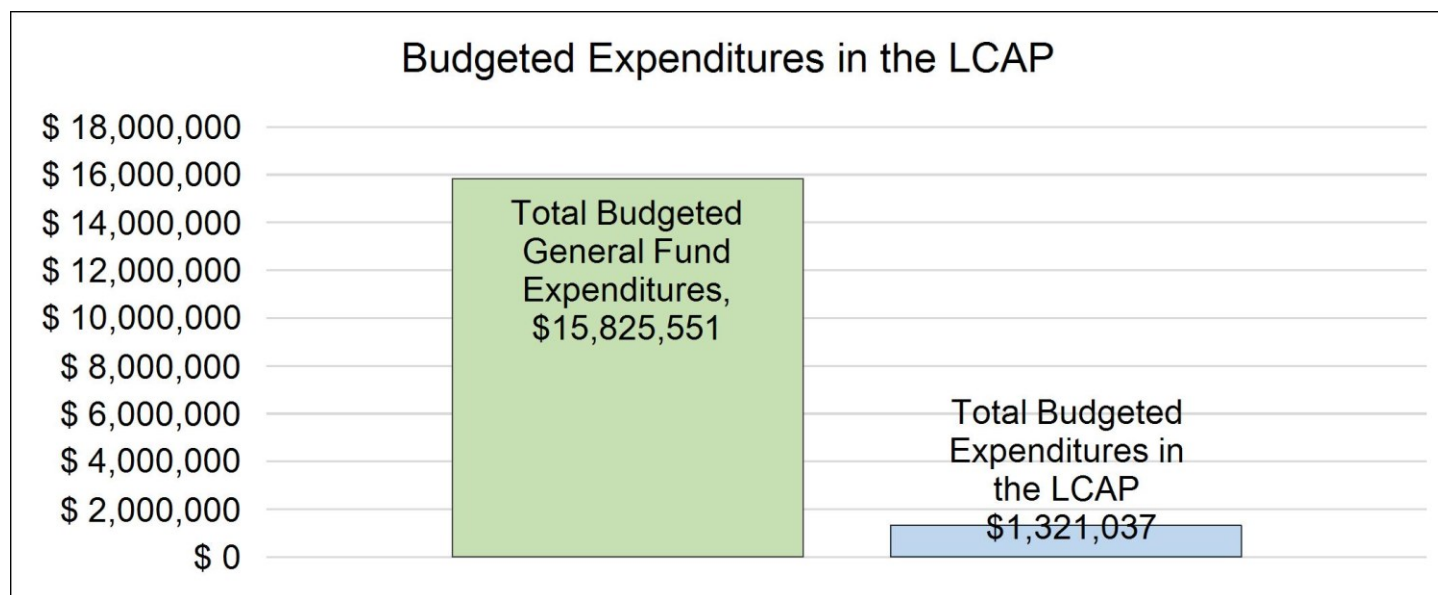LCFF supplemental & concentration grants, $1,321,037 , 8%

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

The total revenue projected for Aromas-San Juan Unified School District is $16,743,145, of which $13,214,208 is Local Control Funding Formula (LCFF), $1,758,069 is other state funds, $451,593 is local funds, and $1,319,275 is federal funds. Of the $13,214,208 in LCFF Funds, $1,321,037 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $15,825,551

Total Budgeted Expenditures in the LCAP $1,321,037

This chart provides a quick summary of how much Aromas-San Juan Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.
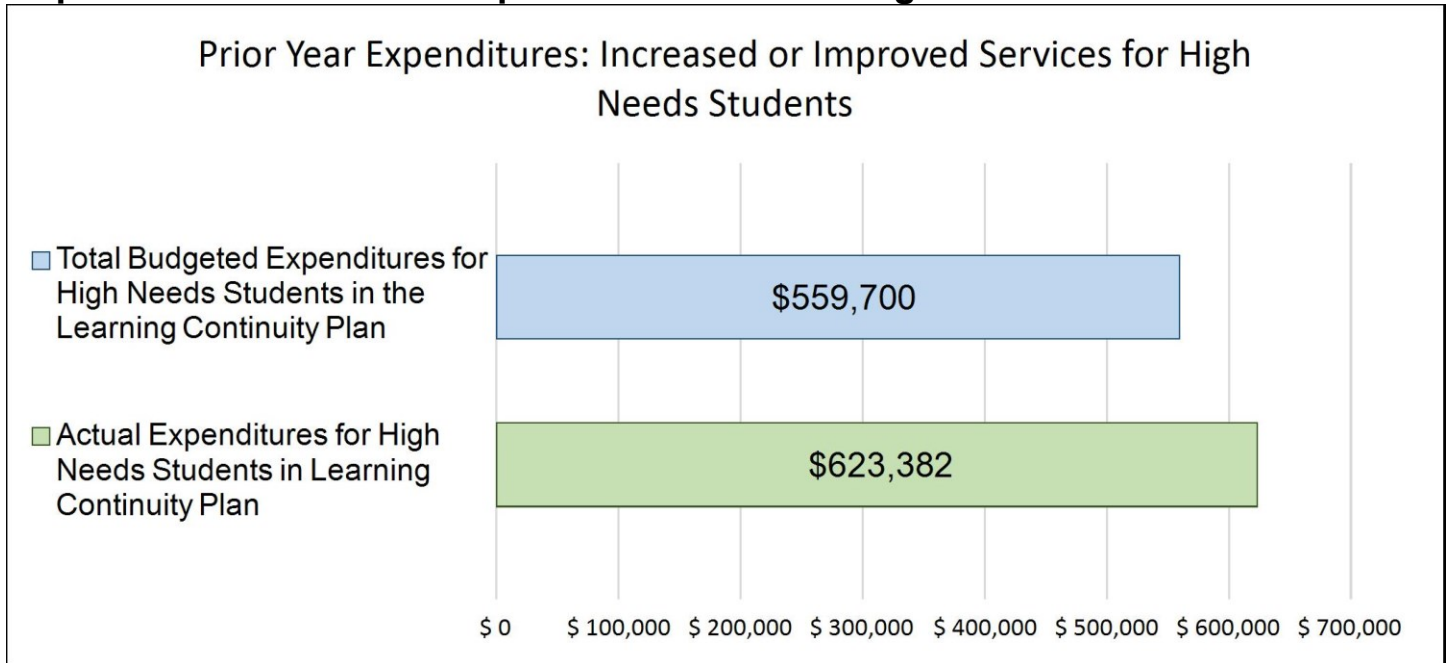
Aromas-San Juan Unified School District plans to spend $15,825,551 for the 2021-22 school year. Of that amount, $1,321,037 is tied to actions/services in the LCAP and $14,504,514 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Aromas-San Juan Unified School District is projecting it will receive $1,321,037 based on the enrollment of foster youth, English learner, and low-income students. Aromas-San Juan Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Aromas-San Juan Unified School District plans to spend $1,321,037 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 2020-21

This chart compares what Aromas-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 Aromas-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 2020-21, Aromas-San Juan Unified School District's Learning Continuity Plan budgeted $559,700 for planned actions to increase or improve services for high needs students. Aromas-San Juan Unified School District actually spent $623,382 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Aromas-San Juan Unified School District	Michele Huntoon, Ed.D. Superintendent	mhuntoon@asjusd.k12.ca.us 831.623.4500

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

Provide students with high quality classroom instruction and curriculum that promote college and career readiness and prepares students for success in the 21st Century global economy.
- Improve Technology
- Increase the number of bilingual/bi-literate ASJUSD graduates
- Increase college awareness counseling services at all sites to increase college awareness pre-high school and increase student engagement through curriculum and school pride (targeted attention to be paid to middle school students)
- Increase/improve access to relevant and rigorous curriculum
- Increase electives at middle schools
- Hire and retain highly qualified teachers

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 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.1 Annual District wide Technology Survey and Help Desk completion tickets. 1.2 Staff and students had access to technology and K-8 students had access to keyboarding program.	Metric/Indicator and Basic Services 1.1 a. 100% of all classrooms have wired and/or wireless access to the Internet and fully functional computer labs 1. 2019-20 work orders: 821 Assigned/823 Resolved/130 Reopened - 96% addressed during the year. Met 1.2 a. 100% of students and teachers have access to and full use of site technology.

Expected	Actual
	1. all 1,006 students and 57 teachers had access to site technology up through March 13, 2021. District schools closed on March 16, 2021. Met
1.3 Annual Credential Report Audit, CALPADS, Williams Report	b. 100% of students k-8 had access to the keyboarding program. 1. 100% of K-8 students had access to the "Type to Learn" keyboarding program. Met
1.4 Seal of Biliteracy Awards	1.3 a. 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. 1. All teachers are appropriately assigned and fully credentialed in all subject areas. Met b. Zero Rate of Teacher Mis-assignment: Zero 1. No teacher misassignments
1.5 AP Exam enrollment.	Met 1.4 a. Increase 8th-grade graduates receiving pathway to Biliteracy; 13 students in 2019-20
1.6 Smarter Balanced Assessments in ELA and Math	1. Met 1.5 a. Increase the number of students qualified to take AP Spanish Examinations 1. 31 students enrolled
1.7 Student Transcripts	Met 1.6 a. The percentage of students overall for Standard Met and in each significant subgroup will increase each year (2019 CAASPP Results):
1.8	

Expected	Actual
AP Enrollment Statistics	1. N/A - COVID closed schools on March 13, 2020, and the State paused the CAASPP test for 2019-20. No data is available. 1.7 a. 100% of high school students will have a "course of study plan" that will provide them the opportunity to meet all requirements for A-G eligibility for UC or CSU entrance.
1.9 Visual and Performing Arts Teacher Lessons	1. Anzar High School is a college prep for all program. all students are on a diploma track. Met
1.10 School Master Schedules	1.8 a. Increased number of students qualified to take Advance Placement courses. 1. Did not meet the 3% target due to the impact of distance learning. Not Met
1.11 Classroom Observations, Interim (benchmarks), and Summative Assessments	1.9 a. 100% of students had access to Visual and Performing Arts instruction - embedded in the daily lesson to meet State standards 1. 42% of students are receiving arts once a week. Not Met
1.12 SARC	1.10 a. Increase electives options for 6-12 students at all sites; increase in the number of classes taken by 12th graders; 13 options in 2017-18. 1. Did not increase elective options due to the impact of distance learning. Not Met
1.13 c. CAASPP Common Core Assessments and Growth targets.	
1.14 CTE Pathway	1.11 a. 100% of students in K-12 received State Standards instruction with embedded content standards.

Expected	Actual
1.15 Student attendance and participation in CalSoap programs 1.16 Arts Offerings	1. 100% of students receiving embedded content standards Met 1.12 a. 100% of students in the District had sufficient access to standards-aligned instructional materials 1. 100% of students have access to standards-aligned instructional materials Met 1.13 a. District 2018 CAASPP Common Core Assessments as of 2017 and Growth targets of 3% 1. N/A - COVID closed schools on March 13, 2020, and the State paused the CAASPP test for 2019-20. No data is available. 1.14 a. Establish at least one complete CTE Pathway. District currently does not offer a CTE Pathway. 1. Not Met 1.15 a. Increase opportunity to visit college campuses 1. N/A - COVID closed schools on March 13, 2020, and the State paused the CAASPP test for 2019-20. No data is available. Not Met 1.16 a. Contract with the San Benito County Arts Council to offer at least what was offered in 2015-16 1. The District has increased the services to school sites by the San Benito County Arts Council. Met

Expected	Actual
19-20 Basic Services: 1.1 100% of all classrooms will have wired and/or wireless access to the Internet and fully functional computer labs a. 2019-20 work orders: 600 tickets 1.2 a. 100% of students and teachers will have access and full use of site technology. b. 100% of students k-8 have access to keyboarding program. 1.3 a. 100% of teachers in the District will be appropriately assigned and fully credentialed in the subject area and for the students they are teaching. b. Zero Rate of Teacher Mis-assignment: Zero Student Achievement: 1.4 a. Increase 8th grade graduates receiving Seal of Biliteracy by 3% over 2019-20 1.5 a. Increase number students eligible to successfully complete an Advanced Placement course by 3% over 2019-20 AP Spanish.	

Expected	Actual
1.6 a. The percentage of students overall for Standard Met and in each significant subgroup will increase each year in: 1. English Language Arts - 5% 2. Mathematics - 5% Course Access: 1.7 a. 100% of high school students will have a "course of study plan" that will provide them the opportunity to meet all requirements for A-G eligibility for UC or CSU entrance. 1.8 a. Increase number of students eligible to successfully complete an Advanced Placement course by 3% 1.9 a. 100% of students will have access to Visual and Performing Arts instruction - embedded in daily lesson to meet State standards 1.10 a. Increase electives options for 6-12 students at all sites; increase in number of classes taken by 12th graders by 2% over 2019-20 State Standards Implementation: 1.11 100% of students in K-12 will receive State Standards instruction with embedded content standards.	

Expected	Actual
1.12 a. 100% of students in the District has sufficient access to standards aligned instructional materials 1.13 a. Meet or Exceed District on CAASPP Common Core Assessments as of 2017 and Growth targets. 1. Increase Exceeding or meeting standards district wide in ELA Growth over 2018 by 3% 2. Increase Exceeding or meeting standards district wide in Math Growth over 2018 by 3% 3. Increase Exceeding or meeting standards ELs in ELA Growth over 2018 by 3% 4. Increase Exceeding or meeting standards ELs in Math Growth over 2018 by 3% 5. Increase Exceeding or meeting standards low income in ELA Growth over 2018 by 3% 6. Increase Exceeding or meeting standards low income in Math Growth over 2018 by 3% 7. Increase Exceeding or meeting standards Students with Disabilities in ELA Growth over 2018 by 3% 8. Increase Exceeding or meeting standards Students with Disabilities in Math Growth over 2018 by 3% Other Student Outcomes: 1.14 a. Establish at least one complete CTE Pathway. District currently does not offer a CTE Pathway. 1.15	

Expected	Actual
a. Increase/continue with opportunities to visit college campuses by 1 over 2019-20 1.16 a. Contract with the San Benito County Arts Council to offer at least, if not more, than what was offered in 2019-20 **Baseline** 1.1 100% of all classrooms have wired and/or wireless access to the Internet and fully functional computer labs a. 2017-18 work orders: 800 tickets 1.2 a. 100% of students and teachers have access and full use of site technology. b. 100% of students k-8 had access to keyboarding program. 1.3 a. 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. b. Zero Rate of Teacher Mis-assignment: Zero 1.4 a. Increase 8th grade graduates receiving Seal of Biliteracy; 6 students in 2017-18 1.5	

Expected	Actual
a. Increase number of students qualified to take AP Spanish Examinations 1.6 a. The percentage of students overall for Standard Met and in each significant subgroup will increase each year (2017 CAASPP Results): 1. English Language Arts - 30% 2. Mathematics - 20% 1.7 a. 100% of high school students will have a "course of study plan" that will provide them the opportunity to meet all requirements for A-G eligibility for UC or CSU entrance. 2017-18: 90% 1.8 a. Increased number of students qualified to take Advance Placement courses. 2017-18: 53 students 1.9 a. 100% of students had access to Visual and Performing Arts instruction - embedded in daily lesson to meet State standards 1.10	

Expected	Actual
a. Increase electives options for 6-12 students at all sites; increase in number of classes taken by 12th graders; 13 options in 2017-18. 1.11 100% of students in K-12 received State Standards instruction with embedded content standards. 1.12 a. 100% of students in the District had sufficient access to standards aligned instructional materials 1.13 a.District 2018 CAASPP Common Core Assessments as of 2017 and Growth targets of 3% 1. 13% and 30% Exceeding or meeting standards district wide in ELA Growth 2. 9% and 20% Exceeding or meeting standards district wide in Math Growth 3. 0% and 5% Exceeding or meeting standards ELs in ELA Growth 4. 0% and 8% Exceeding or meeting standards ELs in Math Growth 5. 7% and 27% Exceeding or meeting standards low income in ELA Growth 6. 5% and 17% Exceeding or meeting standards low income in Math Growth 7.0 2% and 2% Exceeding or meeting standards Students with Disabilities in ELA Growth 8. 0% and 2% Exceeding or meeting standards Students with Disabilities in Math Growth	

Expected	Actual
1.14 a. Establish at least one complete CTE Pathway. District currently does not offer a CTE Pathway. 1.15 a. Increase opportunity to visit college campuses; 2 in 2016-17. 1.16 a. Contract with the San Benito County Arts Council to offer at least what was offered in 2015-16	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Technology • Improve Technology 1. Provide Internet access to all schools 2. Provide keyboarding instruction to all District K-8 students - specially targeted for low income pupils, English learners, Foster Youth, and RFEP students 3. Contract for technical assistance for district network infrastructure. 4. Increase number of computers for students; English Learners, Foster Youth and Low-Income	2. Renew license for Keyboarding program (Type to Learn) 4000-4999: Books And Supplies LCFF Supplemental and Concentration $910 3. Contract with external network systems company such as Human-ISM for access to intervention programs to ensure applications are in place for FRPM students, EL students, and foster youth 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $11,000	2. Renew license for Keyboarding program (Type to Learn) 4000-4999: Books And Supplies LCFF Supplemental and Concentration $750 3. Contract with external network systems company such as Human-ISM for access to intervention programs to ensure applications are in place for FRPM students, EL students, and foster youth 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $9,031

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4. Increase number of computers for students; English Learners, Foster Youth and Low-Income (Funding Source: Community Funded) 4000-4999: Books And Supplies Other $19,000	4. Increase number of computers for students; English Learners, Foster Youth and Low-Income (Funding Source: Community Funded) 4000-4999: Books And Supplies Other 19,000
Bilingual/Biliterate • Increase the number of Bilingual/Biliterate ASJUSD graduates 1. Purchase annually Logramos (or comparable test) annually, answer documents and scoring services	1. Purchase additional testing Materials for to asses teaching and learning of EL students 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,000	1. Purchase additional testing Materials for to asses teaching and learning of EL students 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0
Academic and College Counseling 1. Increase college awareness counseling services at all sites pre-high school and increase student engagement through curriculum and school pride (targeted attention to be paid to middle school students) 2. Continue contracted services with Cal-SOAP at Anzar High School and District Contribution. English learners and low income students will receive additional academic counseling and support services to prepare students for college admission requirements. 3. Provide a minimum of one college visit per grade level at the 3rd, 5th, 7th or 8th grade and every year for high school, inclusive of transportation	1. Renew Cal-SOAP consortium membership and contract. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $8,600 2. Provide transportation for one college visit per grade level at 3rd, 5th, 7th or 8th grades and one 10th grade at Aromas, San Juan, and Anzar High School - all students. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $3,200	1. Renew Cal-SOAP consortium membership and contract. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $11,600 2. Provide transportation for one college visit per grade level at 3rd, 5th, 7th or 8th grades and one 10th grade at Aromas, San Juan, and Anzar High School - all students. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,402
Provide access to relevant and rigorous standards based curriculum it is primarily used for our unduplicated count students (i.e., FRPM, foster youth, low-socio economic and homeless) to support success in the area of math.	Instructional Materials 1. Purchase Carnegie Math textbooks and web-based curriculum for students in grades	Instructional Materials 1. Purchase Carnegie Math textbooks and web-based curriculum for students in grades

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Purchase replacement instructional materials & web-based curriculum 2. Purchase new science adoption materials for grades K-8, piloting in 2019-20	K-8 4000-4999: Books And Supplies LCFF Supplemental and Concentration $20,000 Instructional Materials 2. Purchase Instructional Materials & Textbook Adoptions 4000-4999: Books And Supplies Lottery $201,800	K-8 4000-4999: Books And Supplies LCFF Supplemental and Concentration $7,241 Instructional Materials 2. Purchase Instructional Materials & Textbook Adoptions 4000-4999: Books And Supplies Lottery $0
Hire and Retain highly qualified teachers 1. Provide meaningful support, supervision and evaluation of all teachers. 2. Provide new teacher support through the Santa Cruz New Teacher Center 3. Hire and retain highly qualified teachers. Well qualified teachers will provide specific services to students and families from low-income households, English learners, Foster youth and re-designated fluent English proficient students. For example teachers will provide instructional parent nights to inform families about the requirements and progress of State Standards Implementation and instructional resources available to families that they can access from home. Including Special Education. 4. Hire and retain Special Education Administrative, Certificated, and Classified Staff. 5. Expand/Increase search for Dual Language Teachers to provide services to our English Learners, Foster Youth, Homeless, and Low-Socio Economic students.	3. Renew contract services with the Santa Cruz New Teacher Center for 5 new teachers in support of English Learners, Homeless, Foster Youth, and Low Socio-Economic. Cost to support each teacher is $4,385 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $21,925 VAPA-San Benito County Arts Council 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $15,375 5. Maintain 1.9 FTEs above efficient staffing - Dual Language Teachers to provide services to our English Learners, Foster Youth, Homeless, and Low-Socio Economic students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $160,519	3. Renew contract services with the Santa Cruz New Teacher Center for 5 new teachers in support of English Learners, Homeless, Foster Youth, and Low Socio-Economic. Cost to support each teacher is $4,385 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0 VAPA-San Benito County Arts Council 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $15,375 5. Maintain 1.9 FTEs above efficient staffing - Dual Language Teachers to provide services to our English Learners, Foster Youth, Homeless, and Low-Socio Economic students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $155,934

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6. Provide Art Instruction to our, English Learners, Foster Youth, Homeless, and Low-Socio Economic Students.	5. Maintain 1.9 FTEs above efficient staffing - Dual Language Teachers to provide services to our English Learners, Foster Youth, Homeless, and Low-Socio Economic students 3000-3999: Employee Benefits LCFF Supplemental and Concentration $60,918	5. Maintain 1.9 FTEs above efficient staffing - Dual Language Teachers to provide services to our English Learners, Foster Youth, Homeless, and Low-Socio Economic students 3000-3999: Employee Benefits LCFF Supplemental and Concentration $59,672

Goal Analysis

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

The calculated supplemental and concentration grant funding was only $1,478,550. The initial LCAP budget was over budgeted by $785,950. The original budget was not supported by the UPP and its impact on the calculation in the LCAP. Therefore, The $785,950 is the actually reduction to the entire plan which in part impacted this Goal. The overall plan stayed essentially the same, however, Action 1.2 purchase of materials was not needed because of surpluses from the previous year; Action 1.4 purchase of new adoptions was delayed and existing instructional materials were continued for this year. Action 1.5 was reduced and expenditures were covered with Title II funds.

The $42,000 not spent in this Goal was part of the overall reduction based on the UPP calculation. Therefore, all calculated LCFF was spent on English Learners, Foster Youth, socio-economic, and homeless students.

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

The successes of this Goal included:

1. The District implemented a common formative assessment program, Interim Assessment Blocks (IABs), in 2019-20 as a tool for teachers to administered assessments. The District completed 968 assessments before closing schools on March 13, 2021, due to COVID.
2. The District implemented 1:1 technology devices districtwide for English Learners, Foster Youth, socio-economic, and homeless students.
3. The District provided hotspots for English Learners, Foster Youth, low socio-economic, and homeless students to allow for a continuum of learning for academic success.

The challenges of this Goal included:

1. Some services and actions were not completed due to COVID, specifically the ability to assess student progress at the end of the year due to the school shutdowns and and the canceling of State and local assessments.
2. Transition at the end of the school was a particularly challenging for our most vulnerable students, including English Learners, Foster Youth, low socio-economic, and homeless students.

Goal 2

Improve student achievement by offering district-wide and site-based professional development focused on effective implantation of Common Core State Standards, English Language Development (ELD) Standards, district initiatives, and to respond to student achievement results in a timely manner by training staff for language acquisition. Training teachers to modify the delivery of student instruction to promote academic language and literacy.

- Offer quality PD that includes, but not limited to, Next Generation Science Standards (NGSS), ELD, and PLCs
- Support best practices and instructional strategies through administrative and teacher requested PD

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 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1 Professional Development Sign-in Sheets and Professional Development Survey 2.2 Metric Professional Development Sign-in Sheets and Professional Development Survey 2.3 Annual Reclassification Fluent English Proficient	Metric/Indicator Student Achievement 2.1. a. 90% of English Language Arts, Mathematics, and Science teachers will receive Professional Development and implement state standards. (48 teachers). 1. 89% received Professional Development Not met by 1% 2.2 a. Increase the number of Teachers participating in Professional Development related to improving English Learner Outcomes in becoming English Proficient over 2019-20 by 5%. 1. Not Met - increased by 1% 2.3

Expected	Actual
2.4 Dibels assessment reports or other benchmark programs 2.5 Teacher Survey 2.6 Teachers participation in PLCs **19-20** Student Achievement 2.1. a. 90% of English Language Arts, Mathematics and Science teachers will receive Professional Development and implement state standards.(49 teachers)	a. Increase the number of English Learners will be reclassified by the end of 4th grade and an increase number of 5th-grade students will be reclassified to English fluent proficient over 2019-20 by 3%. 1. Not Met - decreased by 2.5% 2.4 a. Once implemented, the common formative assessments District-wide will be used in collaboration by grade level to identify students' needs and instruction in the classroom in conjunction with units of study that require technology use. (Daily/Weekly). 1. IABs implemented, with 968 assessments administered prior to March 31, 2020. Met Administrative staff development assessments in collaboration with teachers. 2.5 a. Increase student performance on common assessments based on essential learning targets K-6 grade level, and content areas 7 – 12; Increase level of PLC participation to 100% district-wide. Increase by 5%. 1. All teachers participated in PLCs monthly. Met Student Achievement/Student Engagement 2.6 a. Increase the number of teachers participating in Professional Learning Communities and review student achievement data to improve student achievement and to increase student engagement by being successful in classes. Increase by 10% over 2018-19. 1. Not met - COVID impacted the ability of all students to remain engaged on a consistent basis. The State paused CAASPP testing.

Expected	Actual
2.2 a. Increase number of Teachers participating in Professional Development related to improving English Learner Outcomes in becoming English Proficient over 2019-20 by 5%. **2.3** a. Increase the number of English Learners will be reclassified by the end of 4th grade and an increase number of 5th grade students will be reclassified to English fluent proficient over 2019-20 by 3%. **2.4** a. Once implemented, the common formative assessments District-wide will be used in collaboration by grade level to identify students needs and instruction in the classroom in conjunction with units of study that require technology use. (Daily/Weekly). Administrative staff development assessments in collaboration with teachers. **2.5** a. Increase student performance on common assessments based on essential learning targets K-6 grade level, and content areas 7 – 12; Increase level of PLC participation to 100% district-wide. Increase by 5%. Student Achievement/Student Engagement **2.6** a. Increase the number of teachers participating in Professional Learning Communities and review student achievement data to	

Expected	Actual
improve student achievement and to increase student engagement by being successful in classes. Increase by 10% over 2018-19. **Baseline** 2.1 a. 90% of English Language Arts, Mathematics and Science teachers will receive Professional Development and implement state standards. (50 teachers) 2.2 a. 100% of Teachers participate in Professional Development related to improving English Learner Outcomes in becoming English Proficient. 2.3 a. English Learners will be reclassified by the end of 4th grade and an increase number of 5th grade students will be reclassified to English fluent proficient. 2017-18; 29 students. 2.4 a. Implement common formative assessments District-wide using an assessment system such as Dibels in conjunction with units of study that require technology use. (Daily/Weekly) Administrative staff development assessments in collaboration with teachers. 2.5 a. Increase student performance on common assessments based on essential learning targets K-6 grade level, and content areas 7 – 12; Increase level of PLC participation to 100% district-wide.	

Expected	Actual
2.6 a. 100% of teachers will participate in Professional Learning Communities and review student achievement data to improve student achievement and to increase student engagement by being successful in classes.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
California State Standards Professional Development 1. Provide Math professional development to reflect teacher and student needs at all levels K-12. 2. Provide English Language Arts professional development to reflect teacher and student needs at all levels K-12 3. Identify pilot publishers for NGSS and Social Studies during 2019-20 school year with implementation in 2020-21 4. Provide PLC training as needed at all sites 5. Provide compensation for teacher time when professional development is held on weekends, breaks or after school	1. Middle and High School Professional Development for Math 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $15,000 2. Provide up to 2 days of K-5 math professional development for staff 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $5,000 3. Provide up to 2 days of K-12 ELA professional development for staff 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $15,000	1. Middle and High School Professional Development for Math 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0 2. Provide up to 2 days of K-5 math professional development for staff. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0 3. Provide up to 2 days of K-12 ELA professional development for staff 5800: Professional/Consulting Services And Operating Expenditures Federal Funds $6,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4. Teacher compensation for professional development time. NGSS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $16,117	4. Teacher compensation for professional development time. NGSS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
	4. Teacher compensation for professional development time. NGSS 3000-3999: Employee Benefits LCFF Supplemental and Concentration $5,245	4. Teacher compensation for professional development time. NGSS 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
Professional Development to improve English Learner achievement results 1. Provide 6 days of G.L.A.D. (Guided Language Acquisition Design) Math and English Language Development PD for K-12 to refine strategies, create content standard-based ELA/ELD units, building academic literacy (reading and writing), observation or demonstration of strategies, and ease the implementation of school new textbook adoptions.	Professional Development/Training in ELA. BeGLAD 5800: Professional/Consulting Services And Operating Expenditures Title III $26,000	Professional Development/Training in ELA. BeGLAD 5800: Professional/Consulting Services And Operating Expenditures Title III 0
	Professional Development/Training in ELA. BeGLAD 5000-5999: Services And Other Operating Expenditures Title IV $8,083	Professional Development/Training in ELA. BeGLAD 5000-5999: Services And Other Operating Expenditures Title IV $8.083

Goal Analysis

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

Some of the District actions/services in this Goal were shifted to grants and entitlements such as Title I and Title II for professional development and to ensure 1:1 devices and connectivity for students. In addition some of the actions and services were provided, but supported by federal funds. The math professional development was provided by the county and there was no cost for that training.

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

The challenge was many of the services and actions were not completed due to COVID.

The successes of this Goal included:

1. Continued PLC training as needed at all sites utilizing other categorical funds.
2. PD continued through virtual modality for staff to support English Learners, Foster Youth, socio-economic, and homeless students.
3. In the first year of implement of a common formative assessment program, Interim Assessment Blocks (IABs), the District completed 968 assessments before closing schools on March 13, 2021, due to COVID.

The challenges of this Goal included:

1. Finding PD that is local and accessible and meets the needs of our staff serving English Learners, Foster Youth, socio-economic, and homeless students.

Goal 3

Provide effective, researched based interventions at all levels to increase student achievement and to decrease the achievement gap for all state identified subgroups.

- Identify target areas of need for intervention, with administration and teachers collaboratively
- Reduce the number of students deficient in high school credits
- Increase summer school, after school and vacation time services for English Learners, Foster Youth, Low Income students
- Increase the number of students proficient and on grade level in core classes

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 5: Pupil Engagement (Engagement)
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1 AP and Honors class enrollment 3.2 Semester and Trimester grades All Students • Foster Youth/Homeless	Metric/Indicator Course Access: 3.1 a. Increase of 5% over 2019-20 in enrollment of underrepresented groups in AP and Honors classes (high school). 1. The enrollment of underrepresented groups in AP and Honors classes did not increase by 5% or above. Not Met Student Achievement 3.2

Expected	Actual
- English Learners - Socio-economically Disadvantaged	a. Decrease the number of students receiving grades of D or Fail in all subjects and courses at the conclusion trimesters and semesters by 5% for each of "D" and "Fail" over 2018-19. 1. The number of students receiving D's or Fail in all subjects and courses did not decrease over 2018-19. Not Met
3.3 High School Graduation Rate	Student Engagement: 3.3 a. Increase the high school graduation rate for 12-grade students to 100% annually. 1. School graduation rate for 12-grade students did not increase to meet 100%. Not Met
3.4 Attendance Rates	
3.5 Drop out rates	3.4 a. School attendance rates will increase each year to be 98% or better. 1. School attendance rates did not increase to 98% or better in 2019-20. COVID had an impact on student attendance. Not Met
3.6 Chronic Absenteeism Rate	3.5 a. Provide an alternative education plan or placement available through the San Benito County Office of Education - currently no placements. 1. The District contracted with the San Benito County Office of Education for an alternative placement if required. Met
3.7 Truancy Rate	3.6 a. Decrease chronic absenteeism by 3%. Student Engagement

Expected	Actual
3.8 California Healthy Kids Survey **19-20** Course Access: 3.1 a.Increase of 5% over 2019-20 in enrollment of under-represented groups in AP and Honors classes (high school). Student Achievement 3.2 a. Decrease the number of students receiving grades of D or Fail in all subjects and courses at the conclusion trimesters and semesters by 5% for each of "D" and "Fail" over 2019-20 Student Engagement: 3.3 a. Increase the high school graduation rate for 12-grade students to 100% annually.	1. Chronic absenteeism did not decrease by 3%. Not Met 3.7 a. Decrease truancy by 3%. Student Engagement over 2018-19 1. Met - Chronic absenteeism dropped by 7.2% School Climate: 3.8 a. The percentage of student in grades 7,9 and 11 reporting School Connectedness bi-annually will increase by 5% overall and by sub-group over 2019-20 1. 2017-18 a. 7th grade - 18% 9th grade 21% 11th grade 13% b. 7th grade - 57% 9th grade 53% 11th grade 49% Yes, there was a significant increase in the overall School Connectedness. Met

Expected	Actual
3.4 a. School attendance rates will increase each year to be 98% or better 3.5 Provide an alternative education plan or placement available through San Benito County Office of Education - currently no placements 3.6 Decrease chronic absenteeism by 3%. Student Engagement 3.7 Decrease truancy by 3%. Student Engagement over 2018-19 School Climate: 3.8 a. The percentage of student in grades 7,9 and 11 reporting School Connectedness bi-annually will increase by 5% overall and by sub-group over 2019-20	

Expected	Actual
Baseline	
3.1 a. Increase enrollment of under-represented groups in AP and Honors classes (high school). 2017-18; less than 15%	
3.2 a. Decrease the number of students receiving grades of D or Fail in all subjects and courses at the conclusion trimesters and semesters. ("D" and "Fail" less by 20%)	
3.3 a. 1. Increase high school graduation rate for 12 grade students to 100% annually.	
3.4 a. School attendance rates will increase each year to be 98% or better	
3.5 Provide an alternative education plan or placement available through San Benito County Office of Education - no placements in 2017-18	
3.6 a. Chronic Absenteeism Rate: Based on month 7 2017-18 rates: 18%	

Expected	Actual
3.7 a. Truancy rates remained static for 2017-18 at 31.5% for 2017-18 3.8 a. The percentage of students in grades 7,9 and 11 reporting School Connectedness bi-annually will increase by 5%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention 1. Increase student achievement through additional instructional support for English Learners, Foster Youth, Low Socio-Economic, and Homeless students. 2. After school tutoring programs available to ASJUSD students which provides opportunity for students to enhance and master skills learned in the classroom, and provide intervention for students who have not mastered instructional content.	1. Hire 8.76 FTEs (teachers) above efficient staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $652,065 1. Hire 8.76 FTE (teachers) above efficient staffing 3000-3999: Employee Benefits LCFF Supplemental and Concentration $262,046 2. Hire additional .6 FTE to above efficient staffing at high school 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $41,142 2. Hire additional .6 FTE to above efficient staffing at high school (benefits) 3000-3999: Employee Benefits LCFF Supplemental and Concentration $17,196	1. Hire 8.76 FTEs (teachers) above efficient staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 554,796 1. Hire 8.76 FTE (teachers) above efficient staffing 3000-3999: Employee Benefits LCFF Supplemental and Concentration 98,020 2. Hire additional .6 FTE to above efficient staffing at high school 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 39,692 2. Hire additional .6 FTE to above efficient staffing at high school (benefits) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16,877

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3. Hire and Retain an Intervention Teacher for grades K-8 to support English Language Learners, Foster Youth and Low Socio-Economic Students with supplemental instruction. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $69,590	3. Hire and Retain an Intervention Teacher for grades K-8 to support English Language Learners, Foster Youth and Low Socio-Economic Students with supplemental instruction. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0
	3. Hire and Retain an Invention Teacher for grades K-8 to support English Language Learners, Foster Youth and Low Socio-Economic Students with supplemental instruction. 3000-3999: Employee Benefits LCFF Supplemental and Concentration $28,878	3. Hire and Retain an Invention Teacher for grades K-8 to support English Language Learners, Foster Youth and Low Socio-Economic Students with supplemental instruction. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
Summer School 1. Increase summer school, after school and vacation time services for English Learners, Foster Youth, Low Income students 2. Summer School for Aromas, San Juan and Anzar students needing additional time or credit recovery, targeting English Learners, low income pupils, and foster youth. 3. Provide Extended School Year Summer School for students with special needs	1. Provide Summer School staff located at Anzar 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $32,450 2. Certificated - Provide Summer School Special Education staff SDC Class 1000-1999: Certificated Personnel Salaries Special Education $4,440 3. Summer School support staff (SDC) 2000-2999: Classified Personnel Salaries Special Education $8,358 1. Provide Summer School staff located at Anzar 3000-3999: Employee Benefits LCFF	1. Provide Summer School staff located at Anzar 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 33,700 2. Certificated - Provide Summer School Special Education staff SDC Class 1000-1999: Certificated Personnel Salaries Special Education 4,108 3. Summer School support staff (SDC) 2000-2999: Classified Personnel Salaries Special Education 0 1. Provide Summer School staff located at Anzar 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $6,938 2. Summer School support staff (SDC) - Classified 3000-3999: Employee Benefits Special Education $2,528 3. Certificated - Provide Summer School Special Education staff SDC Class 3000-3999: Employee Benefits Special Education $941	Supplemental and Concentration 7,046 2. Summer School support staff (SDC) - Classified 3000-3999: Employee Benefits Special Education 0 3. Certificated - Provide Summer School Special Education staff SDC Class 3000-3999: Employee Benefits Special Education 535
On-Line Classes and Course work 1. Reduce the number of students deficient in high school credits 2. Continue annual renewal of licenses of Acellus online instructional systems	2. Continue Annual renewal of student licenses for Acellus 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,500	2. Continue Annual renewal of student licenses for Acellus 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6,250
After School Education and Safety 1. The District provides an intervention program through the After School Education and Safety (ASES) Program, which is available at San Juan School. This program provides tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history, and social studies, or science.	1. YMCA Annual Contract 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) $41,279	1. YMCA Annual Contract 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) 35,802
Special Education	1.Continue Memorandum of Understanding with SELPA school districts and San Benito County.	1.Continue Memorandum of Understanding with SELPA school districts and San Benito County.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide individualized services for students with special needs above special education entitlement.	Excess costs above special education entitlement. 7000-7439: Other Outgo Special Education $678,541	Excess costs above special education entitlement. 7000-7439: Other Outgo Special Education 466,523

Goal Analysis

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

The actions for this goal stayed the same to support students, families, teachers, and staff. Action 3.1.(teacher FTEs for small class sizes) was reduced due to reduced needs as a result of declining enrollment; 3.1 (intervention teacher) was reduced and funded through other, non-LCAP funding, such as Special Education and Federal Funds; 3.2 was reduced because distance learning did not require classified staff for summer school; 3.3. was supported by Title I; 3.5 was reduced due to lower than expected bill backs from regional providers.

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

The successes of this Goal included:

1. Intervention after school to English Learners, Foster Youth, Low Socio-Economic, and Homeless students was in person before March 13, 2021. After March 30, 2020, intervention services to these subgroups was offered on Zoom.
2. Summer School was expanded to provided grades 6 through 12 to support additional grade levels due to distance learning and learning loss.
3. Online Classes and Course work - Accelus was provided in those instances that students lacked credits or intervention.
4. Students received the After School Education and Safety program before and after March 13, 2020. Before March 13, 2020, it was in person, and after, it was via Zoom.

The challenge of this Goal included:

1. Not all English Learners, Foster Youth, Low Socio-Economic, and Homeless students were able to participate in the offering of services due to other responsibilities at home with younger siblings or the lack of internet due to "white space" issues. The challenge was many of the services and actions were not completed due to concerns by parents. For example, families were concerned about students with disabilities receiving services online.

Goal 4

Ensure all students experience safe, well maintained, supportive, and inclusive environments so that all students are in their classes ready to learn.
- Research based discipline procedures/Social/emotional counseling services
- Safe and legal compliant buses
- Clean, safe, and well maintained facilities ready for daily use

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 4.1 Suspension Rates and Expulsion rates 4.2 Williams Report and annual Facilities Inspection Tool (FIT) Report. 4.3 FRPM and transportation	Metric/Indicator School Climate 4.1 a. Decrease documented discipline incidents by 10% (= improved behavior); increase attendance by 5%; improve consistency of discipline handling across the school sites; increase student participation in the discipline procedures over 2018-19 1. Met - Discipline in 2019-20 fell to 2.7% 2. Met - Attendance increased by 7.2% Basic Services 4.2 a. Complete all facility improvements to ensure 100% of facilities are in good repair. Maintain excellent rating.

Expected	Actual
19-20 School Climate 4.1 a. Decrease documented discipline incidents by 10% (= improved behavior); increase attendance by 5%; improve consistency of discipline handling across the school sites; increase student participation in discipline procedures over 2019-20 Basic Services 4.2 a. Complete all facilities improvements to ensure 100% of facilities are in good repair. Maintain excellent rating 4.3 a. Provide transportation services for low income students that need the service. Maintain or exceed 2018-19 **Baseline** 4.1	1. The Facility Inspection Tool Report showed an increase from Fair to Good between 2018-19 and 2019-20. Met 4.3 a. Provide transportation services for low-income students that need the service. Maintain or exceed 2018-19 1. The District continues to provide transportation for our most vulnerable students. Before COVID, the District transported 276 students of which 95% of the students met free and reduced-price meal status. Met

Expected	Actual
a. Decrease documented discipline incidents; improve consistency of discipline handling across the school sites; increase student participation in discipline procedures. 4.2 a. Complete all facilities improvements to ensure 100% of facilities are in good repair. (2017-18 Good Repair Rating 4.3 a. Provide transportation services for low income students. 2017-18 505 students of 535 students provided transportation by the District	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Social/Emotional Counseling Services 1. Assign two counselors district-wide with a Pupil Personnel Services (PPS) credential to all three schools. (one is 1 FTE, ne is .60 FTE) a. Establish priority utilizing the MTSS model, students identified as Tier II and Tier III	1. 1.60 FTE Counselor designation 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $113,534 2. Hire and retain Special Education Administrative Staff 1000-1999: Certificated Personnel Salaries Special Education $116,998 3. Hire and retain Special Education Staff - Certificated Staff 1000-1999: Certificated Personnel Salaries Special Education $421,097	1. 1.60 FTE Counselor designation 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 59,243 1. 1.60 FTE Counselor designation 1000-1999: Certificated Personnel Salaries Special Education 112,801 3. Hire and retain Special Education Staff - Certificated Staff 1000-1999: Certificated Personnel Salaries Special Education 354,573

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4. Hire and retain Special Education Staff - Classified Staff 2000-2999: Classified Personnel Salaries Special Education $260,666	4. Hire and retain Special Education Staff - Classified Staff 2000-2999: Classified Personnel Salaries Special Education 372,652
	Contracted services for transportation, to provide home-to-school bus for students with Special Needs. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $42,687	Contracted services for transportation, to provide home-to-school bus for students with Special Needs. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 28,930
	1. 1.60 FTE Counselor designation 3000-3999: Employee Benefits LCFF Supplemental and Concentration $51,590	1. 1.60 FTE Counselor designation 3000-3999: Employee Benefits LCFF Supplemental and Concentration 13,414
	2. Hire and retain Special Education Administrative Staff 3000-3999: Employee Benefits Special Education $39,013	2. Hire and retain Special Education Administrative Staff 3000-3999: Employee Benefits Special Education 37,726
	3. Hire and retain Special Education Staff - Certificated Staff 3000-3999: Employee Benefits Special Education $174,027	3. Hire and retain Special Education Staff - Certificated Staff 3000-3999: Employee Benefits Special Education 137,479
	4. Hire and retain Special Education Staff - Classified Staff 3000-3999: Employee Benefits Special Education $169,712	4. Hire and retain Special Education Staff - Classified Staff 3000-3999: Employee Benefits Special Education 259,850
Maintain Safe Facilities 1.Clean, Safe, and well-maintained facilities ready for daily use 2. Provide custodial support services and efficient work plans for each campus		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. Implement the 5-year plan for facilities needs that go along with regular maintenance. Routine Maintenance 4. Maintain basic operations and facility services for safety, cleanliness and sanitation purposes - Administration and Custodial staff in got ensure a safe leaning environment is maintained on a daily basis		
Transportation 1. Provide bus transportation for rural students in order to improve student attendance and more time in class learning 2. Maintain safe and legal compliant buses	1. Provide Bus Transportation Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $280,757 2. Maintain and operate safe and legal buses for student transportation and other routine maintenance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $47,318 2. Maintain and operate safe and legal buses for student transportation including fuel and other supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration $72,116 1. Provide Bus Transportation Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration $162,346	1. Provide Bus Transportation Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 220,690 2. Maintain and operate safe and legal buses for student transportation and other routine maintenance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 61,702 2. Maintain and operate safe and legal buses for student transportation including fuel and other supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 86,073 1. Provide Bus Transportation Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 114,627

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Basic Services 1. Water, electricity, communication services		
Research Based Discipline Procedures 1. Multi-Tiered System of Support (MTSS) a. Positive Behavior Intervention Support (PBIS) b. Discipline Matrix Update	1. Multi-Tiered System of Support (MTSS) a. Positive Behavior Intervention Support (PBIS) b. Discipline Matrix Update 5000-5999: Services And Other Operating Expenditures Other 48,040	1. Multi-Tiered System of Support (MTSS) a. Positive Behavior Intervention Support (PBIS) b. Discipline Matrix Update 5800: Professional/Consulting Services And Operating Expenditures Other 20,000

Goal Analysis

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

The actions in this goal supported students, families, teachers, and staff. Action 4.1 was reduced because the district was only able to hire one counselor who was partially supported by Title I-C funds; Action 4.1 savings in various other actions for certificated staff was shifted to increases in the cost of classified staff in this same Goal/Action; Action 4.1.5 contracted transportation experienced a savings due to the shortened year; 4.3 district transportation experienced savings due to the shortened year; Action 4.5 experienced savings due to supplies and services provided in the previous year.

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

The successes occurred before March 13, 2020, which COVID closed schools. However, the district continued successfully providing the following services:

a. Social/Emotional Counseling Services
b. Maintained Safe Facilities - preparation for a safe COVID environment for students and staff on our campuses when available following Public Health guidelines
c. Transported our most vulnerable students (special needs, homeless, foster youth, English learners, and low socio-economic students before and after March 13)

The challenge was engage students to continue receiving counseling even though it was via Zoom. Depending on the home environment, there was not always an area that was private and felt safe to conduct a counseling session.

Goal 5

Increase parent engagement through effective two-way communication to raise the level of involvement of parents and families in school programs, student progress, and as valued decision making partners and school stakeholder leaders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 5.1 Parent sign-in forms. 5.2 Minutes, Sign-in sheets from ELAC and Parent Advisory Committees, School Site Councils 5.3	Metric/Indicator Parent Involvement 5.1 a. Increase parent participation with both academic and extra-curricular programs, as well as parent committees and workshops over 2018-19. 1. Parents participated in more events overall in 2019-20 until March 13, 2020. Anzar High School increased the Booster Club members three times the number in 2018-19. Parent Universities were offered to parents districtwide with at least 20 or more parents attending the events. Met 5.2 a. Increase the number of opportunities for parents to participate in the Parent Universities, Parent Forums to become Parent Leaders. Monthly coffee hours with Superintendent at each school site year over year by 3%. 1. Parent Universities were offered to parents districtwide with at least 20 or more parents attending the events. 2. Coffee Hour at Anzar High School has tripled in size. Met

Expected	Actual
Responses to Parent Surveys, School and District Websites,School Loop usage attendance at committee meetings and workshops 5.4 Parent University Surveys **19-20** Parent Involvement 5.1 s. Increase parent participation with both academic and extra-curricular programs, as well as parent committees and workshops over 2018-19.	5.3 a. Improve systems for School to Parent communication through the number of avenues for access to data. increase access by 5% in 2019-20. 1. The District maintains the websites, alert solutions, text, email, etc., and receives updates in real-time Met Parent Engagement 5.4 Increase parent participation by 5% over 2018-19 for Parent University: Academics, College/University, Parenting Support, Student Safety) 1. Three - Parent University events a. Social Media b. Social-Emotional c. Dangers of Drugs 2. Expand babysitting for parent meetings a. babysitting was provided 3. Implement parent meetings related to bullying a. PBIS has improved the culture over the last five years. Instructional Leaders support staff with strategies that are difficult from MET

Expected	Actual
5.2 a. Increase the number of opportunities for parents to participate Parent University, Parent Forums to become Parent Leaders. Monthly coffee hours with Superintendent at each school site year over year by 3%. 5.3 Improve systems for School to Parent communication through number avenues for access to data. Increase access by 5% in 2018-19 Parent Engagement 5.4 Increase parent participation by 5% over 2018-19 for Parent University: Academics, College/University, Parenting Support, Student Safety) 1. Technology training offered to parents in school computer labs a. Accessing school websites b. Student information for parents regarding student data 2. Expand babysitting for parent meetings 3. Implement parent meetings related to bullying	

Expected	Actual
Baseline 5.1 Increase parent participation with both academic and extra-curricular programs, as well as parent committees and workshops. Data to be collected in 2017-18 5.2 a. Provide multiple opportunities for parents to participate Parent University, Parent Forums to become Parent Leaders. (Grant provided in 2017-18) Continue with monthly coffee hours with Superintendent at each school site. 2017-18 total of parent participation; 147 parents. 5.3 a.Improve systems for School to Parent communication. Measurement will begin in 2018-19 5.4 a. Implemented Parent University: Academics, College/University, Parenting Support, Student Safety) 2017-18; 2 sessions	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent Involvement • Meaningful Parent Involvement 1. Provide parents access to communication via technology a. Renew SchoolLoop licenses b. Renew Powerschool licenses c.Provide Parent Notification of Rights d. Provide translation services	1. Purchase SchoolLoop web services. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $3,405 4. Hire and Retain staff to provide translation services 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $7,543 4. Hire and Retain staff to provide translation services 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,282	1. Purchase SchoolLoop web services. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,868 4. Hire and Retain staff to provide translation services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,417 4. Hire and Retain staff to provide translation services 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0
Footsteps2brilliance 1. Provide more parent forums and workshops, tailored to specific needs (i.e. CC, discipline, attendance, etc.) for parents of students learning English and migrant families	1. Provide services and speaker to inform parents about specific topics 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $3,000 1. Provide services to EL, Foster Youth, Low Socio-Economic students with access for literary success 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $3,308	1. Provide services and speaker to inform parents about specific topics 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,477 1. Provide services to EL, Foster Youth, Low Socio-Economic students with access for literary success 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,637
Create Service Learning Opportunities	Not Applicable $0	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Business Talks in the middle schools and high school to increase service learning opportunities (no added cost)		
Parent Support to School Sites 1. Establish communication for parent volunteers to support schools during the day, after school, and on weekends when needed. (no added cost)	Not Applicable $0	0

Goal Analysis

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

The actions in this goal supported students, families, teachers, and staff. The district was unable to hire staff, so contracted out for services. The District utilized funds from other sources to continue to support students, families, teachers, and staff with the needed technology and connectivity to stay connected to the District and participate in instructional applications like Footsteps2Brilliance, etc.

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

The successes occurred before March 13, 2020, which COVID closed schools. The District purchased and provided the following to encourage meaningful parent Involvement:

Communication via technology:
a. Renew SchoolLoop licenses
b. Renew Powerschool licenses
c. Provide Parent Notification of Rights
d. Provide translation services

The challenge was the ability to engage parents in a meaningful conversation that did not feel uncomfortable to them on a Zoom meeting.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 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
Classroom Aides to support learning loss with small group instruction September 1 - December 30, 2020.	$65,000	79,243	Yes
After School/Breaks/Saturday Academies to continue supporting learning loss with small group instruction September 1 - December 30, 2020.	$55,000	54,620	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.

The District had insignificant differences in the planned actions and/or budgeted expenditures. All expenses are estimated thru the end of the fiscal year. Classroom Aides were replaced with classroom aids in the form of individual student supplies, individual desk shields and other supplies necessary to bring students back to in person learning. Planned in-person academies were not possible due to State lock downs. Expenses presented in this category are for teacher preparation for student to return to in-person instruction in April.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The District was successful with small group instruction with classroom aides in Special Education. Also, the District implemented small group instruction with teachers outside the duty day with no less than three students and no more than five students. Students demonstrated an increase in academic success, with many students improving grades from D's and F's to A's and B's.

The challenges mostly stemmed from a social-emotional perspective to keep and maintain engagement for students. The teachers did a phenomenal job. Nonetheless, there were some smaller percentages that did not find their way to the classroom via Zoom.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Stipends for teaching staff to build capacity among site level instructional staff - peer technology leaders	$37,000	33,024	Yes
Student 1:1 technology devices for student distance learning	$154,000	169,066	Yes
Teacher/staff laptops to allow teachers to have access to distance learning	$75,000	119,484	Yes
Hot Spots for students to access the internet for distance learning	$65,000	64,157	Yes
Child Information Protection Act (CIPA) Compliance Chromebook Licenses	$5,700	5,770	Yes
Zoom-all Staff access	$20,000	3,420	Yes

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.

The District had insignificant differences in the planned actions and/or budgeted expenditures. Teacher laptops was expanded to include peripherals, such as webcam, mics and headphones to facilitate distance learning. Zoom access was expanded to include all necessary software applications needed by teachers to effectively deliver high quality instruction in a distance learning environment, however the costs were significantly lower than budgeted. Student devices for 1:1 came in slightly higher and teacher laptops came in $45,000 more than budgeted.

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 2020-21 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.

Successes:
>>Technology was by far our biggest success as it allowed for a continuity of instruction for students and staff.
>>The District is now 1:1 with devices due to the support of CARES funding, grants, Erate, and local partnerships that supported infrastructure to allow for access to internet.
>>Hot spots were distributed into the school year, the participation rate did increase.
>>Continuity of instruction beginning on March 16, 2020, was continued and enhanced in throughout the 2020-21 school year thru digital devices and designated staff as digital instructional leaders
>> We brought students with unique needs on to campus that did not have internet access and provided additional support in the form of online tutoring as well as in person assistance.
>Challenges:
>>We are located in a rural a area that has areas of "white space", which completely cuts off internet access whether there is a hot spot or not.
>>Staff took on additional roles and responsibilities such as making attendance calls, following up on social and emotional concerns to list a few.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classroom Aides to support learning loss through small group instruction September 1 - December 30, 2020 This item is included in Action 1.1 and is included here because the action addresses multiple goals.	$0	$0	Yes
After School/Breaks/Saturday Academies intervention for scaffolding to achieve an maintain grade-level standards and mitigate learning loss. This item is included in Action 1.1 and is included here because the action addresses multiple goals.	$0	$0	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.

The District had insignificant differences in the planned actions and/or budgeted expenditures. Intervention includes summer school July 2020 and July of 2021 offered in a distance format. The planned expenses for classroom aides was duplicated from the In-Person section.

Planned in-person academies were not possible due to State lock downs. Expenses presented in this category are for teacher preparation for student to return to In-Person instruction in April. The planned expenses for interventions was duplicated from the In-Person section.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:
>>The District was successful with small group instruction of all students, including EL, Foster youth, and low social economic students with classroom aides in Special Education.
>>The District implemented small group instruction of all students, including EL, Foster youth, and low social economic students, with teachers outside the duty day with no less than three students and no more than five students.
>>Students demonstrated an increase in academic success, with many students improving grades from D's and F's to A's and B's.
>> Students, Staff and parents comments about learning loss:
 >Students - a majority of students were not impacting by learning loss
   • a minority of students, approximately 8 %, struggled to complete work due to isolation or home responsibilities
>Staff - a majority of students were not impacting by learning loss
   • concerned about the social emotional well-being of students.
>Parents - expressed a concern about learning loss but had more concern about social emotional well-being

Challenges :
>>Mostly stemmed from a social-emotional perspective to keep and maintain engagement for students. The teachers did a phenomenal job.
>>There were some smaller percentages that did not find their way to the classroom via Zoom.
>>We are located in a rural a area that has areas of "white space", which completely cut off internet access whether there is a hot spot or not. Some student were completely disengaged for significant periods of time.
>> Students, Staff and parents said what about learning loss
 >Students - a minority of students, approximately 8 %, struggled to complete work due to isolation or home responsibilities
 >Staff - concerned about the social emotional well-being of students
 >Parents - concern about social emotional well-being

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 2020-21 school year.

Success:

The District was successful in its commitment to provide social emotional support in a distance learning environment. We continued with our "sticks and stones" trauma counseling and added social-emotional counseling, as well. The partnership with San Benito County Behavioral Health Department for counseling also continued with success. Teachers built social-emotional activities into their daily routines in support of our students supporting a positive cultural change.

For the first time, the District has a Social Worker supported by the Prop 47 Grant. The addition of the Social Worker continued to bolster the necessary supports for our students particularly during COVID. The focus of the Social Worker was a combination of chronic absenteeism and mental health. This consortium with the San Benito County Office of Education has been a positive way to work to support all our students. The Social Workers developed a Universal Screener used to provide data for decision-making. Over 90% of students, and parents were satisfied with the services provided by the school social worker based on surveys.

Professional development for staff was provided on social-emotional response at the beginning of 2020-21 school year. Also, site-level meetings provided training on tools available to staff in the area of social-emotional well-being.

Challenges:

The challenges we experienced were students receiving counseling services virtually with other family members present. This environment limited the conversation and effectiveness of the counseling services provided due to the restricted conversations.

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 2020-21 school year.

The District distributed approximately 750 laptops/Chromebooks to TK - 8 grades. Hot Spots were distributed to TK - 12 grades through the support of grants, CARES funding, and the Migrant Program.

We received 200 Chromebooks from the State's laptop program. All available avenues for communication with students and families increased via Dojo, School Loop, District website, text messaging, all calls, emails, and school webpages.

Student attendance and participation were monitored closely, daily. When a student was not present to participate, parent(s) were contacted, and the necessary follow-up ensued.

Surveys were distributed during the summer, and parent meetings were held in August before and after the school opened and in September. Translators participated in all meetings with parents.

Aromas School

Technology Survey - July 30, 2020
Middle School Computer Distribution - Monday, August 10 4:00-6:00 p.m.
Aromas School parking lot (drive-thru)

Kindergarten Orientation for Mrs. Mantega's Class
Monday, August 10
4:30 p.m.
Zoom meeting

Kindergarten Orientation for Mrs. Lee's Class
Monday, August 10
5:30 p.m.
Zoom meeting

Parent Information Session
Tuesday, August 11 2020-21
6:00 p.m.
Zoom meeting

Beginning-of-Year Drive-Thru:
September 2020

Back-to-School Night:
Thursday, September 3
5:45 Principal's Welcome
6:00 Teacher Presentation 1
6:30 Teacher Presentation 2

LCP Stakeholder Meeting
Thursday, September 17, 2020
Zoom and Recorded

San Juan School

Technology Survey - July 30, 2020

Parent Info session
Tuesday, August 11, 6:00 p.m.
Zoom meeting

TK/Kindergarten Parent Info Session
Wednesday, August 12
6:00 p.m.
Zoom meeting

Distance Learning Presentation
Friday, August 14 https://5il.co/jm7a

Beginning of the Year Drive-Thru:
Monday, August 17, 11:00 – 12:00
Drive-thru greeting/pick up materials

Back to School Night:
Tuesday, September 1
5:45 Principal's Welcome
6:00 Teacher presentations
6:30 Teacher presentations repeated

LCP Stakeholder Meeting
Thursday, September 17, 2020
Zoom and Recorded

Anzar High School

Technology Survey - July 30, 2020

Anzar High School - Parent Q & A Session
Aug 6, 2020, 06:00 PM

Zoom Meeting

9th Grade Orientation - Monday, August 11, 2020
5 - 6 pm - Last names beginning A - M
6 - 7 pm - Last names beginning N - Z

10th - 12th Grade Orientation - Tuesday, August 11, 2020
1-2 pm - 10th Grade
2-3 pm - 11th Grade
3-5 pm - 12th Grade
5-6 pm - Any missed time slots

Back to School Night:
Wednesday, September 2, 2020
6:30 pm to 8:00 pm

ELAC Meeting
Tuesday, September 15, 2020
Zoom

LCP Stakeholder Meeting
Thursday, September 17, 2020
Zoom

An analysis of our meetings listed above informed us of the following:

> 1:1 Devices so that students could access instructions on a device that was not the families computer
> Hotspots to help with internet connections that would not use up all of the data on a family plan
> Hotspots for families that did not have or could not afford internet access
> Counseling for students that were having a rough time being isolated in there homes with no access to their friends
> Tutoring for students that have fallen behind or are having a hard time with instructions on the computer
> Provide brand new computers for teachers to replace the aging computers that they have had for decades
> Pay for new instructional programs the the teacher select to use with their students
> Purchase Zoom for teachers so that they can have lessons longer than 45 minutes
> Purchase the Zoom that has the break out rooms
> Provide aides for teacher classrooms so that there can be additional time to supporting students that are struggling
> Training on all this new technology

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

ASJUSD has a 51.52% free and reduced-price meal percentage. The District has continuously provided meals to the community from March 16, 2020. The filing of the waiver allows for the District to provide meals to children ages 0 to 18.

Meals were served daily at Aromas School and San Juan School from 11:45 a.m. to 1:00 pm Monday through Friday. When a holiday occurred during the week, extra meals were prepared and distributed a day before the close. Meals were distributed in a drive-thru curbside fashion at each of the schools for grab-and-go meals. We provided 2,000 to 2,500 meals a week. Families and community were notified through email, districtwide phone calls, website postings, flyers, and social media. District staff prepared and distributed meals. When the staff was off or during school breaks, District Office staff and administration supported the program with the distribution.

Not only did we provided meals to our students, but to any children who were not enrolled in ASJUSD participated.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Classroom Aides to support learning loss through small group instruction September 1 - December 30, 2020 This item is included in Action 1.1 and Action 3.1. It is included here as a totality because the action addresses multiple goals.	$0	$0	Yes
Distance Learning Program (Continuity of Instruction)	After School/Breaks/Saturday Academies intervention for scaffolding to achieve an maintain grade-level standards and mitigate learning loss September 1 - December 30, 2020. This item is included in Action 1.2 and Action 3.2. It is included here as a totality because the action addresses multiple goals.	$0	$0	Yes
Distance Learning Program (Distance Learning Professional Development)	Peer-to-Peer Training in August on Learning Management Systems August 2020	$28,000	$30,446	Yes
Mental Health and Social and Emotional Well-Being	SEL Curriculum to address the need and achievement for those students who have been isolated due to stay-at-home orders.	$55,000	$64,152	Yes
Distance Learning Program	Technology Stipends for teaching staff to build capacity among site level instructional staff - peer technology leaders. This item is included in Action 2.1 and is included here because the action addresses multiple goals.	$0	$0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Student technology/staff technology and internet connectivity This item is included in Action 2.2-6 and is summarized here because those actions address multiple goals.	$0	$0	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.

Intervention includes summer school July 2020 and July of 2021 offered in a distance format. The planned expenses for classroom aides was duplicated from the In-Person section.

Planned in-person academies were not possible due to State lock downs. Expenses presented in this category are for teacher preparation for student to return to in-person instruction in April. The planned expenses for interventions was duplicated from the In-Person section.

SEL curriculum was substituted with contracts with Harmony at Home to offer individual and small group counseling for students and families throughout the year.

Technology stipends was duplicated from the Distance Learning section.

Teacher laptops was expanded to include peripherals, such as webcam, mics & headphones to facilitate distance learning. Zoom access was expanded to include all necessary software applications needed by teachers to effectively deliver high quality instruction in a distance learning environment, however the costs were significantly lower than budgeted. Student devices for 1-1 came in slightly higher and teacher laptops came in $45,000 more than budgeted. Student/staff technology was duplicated from the Distance Learning section.

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 2021–24 LCAP.

The District utilized synchronous and asynchronous measurements combined with curriculum assessment data in reading, writing, and speaking and grade-level assessments to identify academic support. As a result, English Language, foster youth, homeless, low social economic and students with special needs received access to meals, technology, academic support, and additional assistance from the classroom teacher and/or specialized instructional staff.

Teachers were scheduled to reach out to English Language, foster youth, homeless, low social economic and special needs students daily/weekly and based on an identified educational plan. There was a collaborative effort with the school site leadership and teachers to determine areas of focus and target areas using the CAASPP Digital Library and other intervention resources to ensure student success. The struggle in distance learning was just that ,the "distance." There were times that the strategies to foster engagement by students and possibly parents were to no avail. We massaged communication from a social-emotional perspective to consistently continue fostering the engagement. Those strategies could, in some cases, require home visits. The lesson learned here is that we need to be flexible, and not all situations are the same. We need to meet the students where the needs are, and all students are not the same.

The availability of providing social emotional services to students and staff will be critical as the district moves into 21-22 school year. The ability of in-person instruction provides the interventions and assessing of students much easier and more reliable.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The District will implement a new assessment application in 2021-22 for both traditional assessments and assessments for English learners. A schedule of review by administrators at the site level with site level leadership team and subsequently with the District leadership team will occur on a regular basis to be able to address issues as they arise in a timely manner.

The implementation of STAR 360 and Lexia Core5 as well as Levelup for grades TK-12 will allow the district to continue to measure learning loss, and address student academic concerns during the in the 2021--24 LCAP, especially for pupils with unique needs.

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.

There are no substantive differences between the description for the actions or services identified and the actions or services implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

It is difficult to analyze a moving target. We have gone through an unprecedented, historical event. The one thing we can be sure of in the future is uncertainty. We have reflected on the impacts of 2019-20 and 2020-21 related to COVID. First and foremost, we are focusing on assessing students in a classroom environment through the lens of social-emotional supports. Students cannot learn if they are not ready from a social-emotional state of mind. What tools we have in place to support assessment, SEL, and communication to our community and stakeholders has been our lens for the 21-22 through 23-24 LCAP development.

Over the last two years, we have learned that we can be successful with the delivery of instruction in an alternative modality - digital format. Students are engaged with instruction at a higher level utilizing engaging lessons through online access. The access to more information and formats through breakout rooms in a classroom, or clubs afterschool on Zoom are feasible. Teachers expanded learning of instructional applications through online Professional Development and peer-to-peer learning are engaging and supportive. We have also learned that we need to continue to advocate for broadband access for those students living in rural areas. The inequity of the digital divide would never have been highlighted without the needed to rely on it so heavily, as we did in the Pandemic.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 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 2019–20 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 2019-20 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.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 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.

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 2019-20 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 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 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.

- 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 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, 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.

- 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 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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 2020-21, 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.

- 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 2020-21 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 2020-21 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 2020-21 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 2020-21 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 2020-21 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 2020-21 have informed the development of goals and actions in the 2021–24 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 2021–24 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 2021–24 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 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	4,488,023.00	3,445,521.08
	0.00	0.00
After School Education and Safety (ASES)	41,279.00	35,802.00
Federal Funds	0.00	6,000.00
LCFF Supplemental and Concentration	2,267,500.00	1,618,464.00
Lottery	201,800.00	0.00
Not Applicable	0.00	0.00
Other	67,040.00	39,000.00
Special Education	1,876,321.00	1,746,247.00
Title III	26,000.00	0.00
Title IV	8,083.00	8.08

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,488,023.00	3,445,521.08
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,627,952.00	1,314,847.00
2000-2999: Classified Personnel Salaries	557,324.00	593,342.00
3000-3999: Employee Benefits	983,660.00	745,246.00
4000-4999: Books And Supplies	314,826.00	117,701.00
5000-5999: Services And Other Operating Expenditures	146,128.00	146,060.08
5800: Professional/Consulting Services And Operating Expenditures	179,592.00	61,802.00
7000-7439: Other Outgo	678,541.00	466,523.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	4,488,023.00	3,445,521.08
		0.00	0.00
	Not Applicable	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,085,417.00	843,365.00
1000-1999: Certificated Personnel Salaries	Special Education	542,535.00	471,482.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	288,300.00	220,690.00
2000-2999: Classified Personnel Salaries	Special Education	269,024.00	372,652.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	597,439.00	309,656.00
3000-3999: Employee Benefits	Special Education	386,221.00	435,590.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	94,026.00	98,701.00
4000-4999: Books And Supplies	Lottery	201,800.00	0.00
4000-4999: Books And Supplies	Other	19,000.00	19,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	90,005.00	146,052.00
5000-5999: Services And Other Operating Expenditures	Other	48,040.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	8,083.00	8.08
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	41,279.00	35,802.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funds	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	112,313.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	26,000.00	0.00
7000-7439: Other Outgo	Special Education	678,541.00	466,523.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	524,247.00	280,005.00
Goal 2	90,445.00	6,008.08
Goal 3	1,853,892.00	1,263,349.00
Goal 4	1,999,901.00	1,879,760.00
Goal 5	19,538.00	16,399.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$120,000.00	$133,863.00
Distance Learning Program	$356,700.00	$394,921.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$83,000.00	$94,598.00
All Expenditures in Learning Continuity and Attendance Plan	$559,700.00	$623,382.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$120,000.00	$133,863.00
Distance Learning Program	$356,700.00	$394,921.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$83,000.00	$94,598.00
All Expenditures in Learning Continuity and Attendance Plan	$559,700.00	$623,382.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aromas-San Juan Unified School District	Michele Huntoon, Ed.D. Superintendent	mhuntoon@asjusd.k12.ca.us 831.623.4500

Plan Summary [2021-22]

General Information

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

MISSION: In partnership with our families and culturally rich community, Aromas-San Juan Unified School District empowers students to be self-directed learners, effective communicators, and global critical thinkers. We achieve academic success through real-world problem solving, learning to learn, and habits of mind.

VISION: Commitment to equity and excellence

The Aromas-San Juan Unified School District is in a rural agricultural area covering approximately 100 square miles in western San Benito County, northern Monterey County, and eastern Santa Cruz County. The District includes the City of San Juan Bautista in San Benito County, the unincorporated community of Aromas in Monterey County, and other unincorporated areas in its three-county territory. Most of the District's land area is in San Benito County. The District is located 38 miles south of San Jose and 15 miles north of Salinas. The District is transected by U.S. Highway 101, California's major coastal highway.

The District is a unified school district formed on July 1, 1991, from territory formerly under the jurisdiction of the San Juan Union School District and the Pajaro Valley Unified School District. District students in grades K-8 attend the San Juan and Aromas Schools. District students in grades 9-12 attend high school at Anzar High School. Also, the Mi Escuelita Preschool serves three and four-year-old students in both of our K-8 schools. The District serves a multi-cultural student population estimated at 1,018 students for 2021-22.

All California school districts are required to develop a Local Control Accountability Plan (LCAP). Our District's LCAP includes strategies that will support student learning aligned to the state's eight priorities. The State has aligned the priorities into several categories: conditions for learning, pupil (student) outcomes, and engagement.

The Districts' goals promote the state's intent and stakeholders' priorities. Our LCAP provides a plan that includes measurable outcomes, along with supporting actions and services. The Districts' goals coordinate student achievement, college and career readiness, state standards, and support for at-risk students.

The District is a "community funded" District, which indicates that we are funded primarily by local property taxes and not state aid funds. The State's Local Control Funding Formula is used to determine the entitlement for all school agencies across the state, Local Control Funding Formula (LCFF) or community funded. The District receives a small portion of state aid to guarantee state categorical funding, which has been flat-lined as of 2012-13. The District does not receive funding from the state for the supplemental and concentration funding. However, we still gather stakeholder input and establish a plan to meet the State's eight priorities. The District's percentage of identified in the unduplicated count is as follows:

- English Learners: 29.5%
- Students from low-income families: 55.5%
- Foster Youth: 0.4%
- Homeless: 1.3%
- Unduplicated Count 60.47%

The District is in a positive financial condition, meeting all statutory requirements for reserves. The District has been declining in enrollment since 2009-10; current enrollment is 1017 students. Dedicated teachers, classified and management employees, parent volunteers and leaders, and an assortment of local foundations and organizations support our schools and contribute to our student's success. ASJUSD strives to provide quality instruction in all classrooms, enabling all students to excel in college and career readiness skills to meet our changing world's challenges and opportunities. With the passage of Measure M Bond, we are continuing to provide students with well-maintained, safe, and up-to-date environments. ASJUSD focuses on servicing every child and uses strong community partnerships to meet student's academic, social-emotional, behavioral, and safety needs.

During the 2020-21 fiscal year, the District has continued to look for ways to operate in a Distance Learning model that supports student achievement, teaching, and learning in the classroom with efficacy that aligns with the goals established by the Governing Board. The District continued with the Prop 47 Grants to support truancy, social-emotional learning, and the Multi-Tiered System of Support (MTSS).

Reflections: Successes

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

English Language Arts and Math:

ASJUSD maintained distance learning from August 12, 2020, through April 1, 2021. On Monday, April 12, 2021, the District began offering a hybrid model. More than 60% of our students returned in person, and 40% remained on distance learning. Students and families had an opportunity to participate in person two days a week and provided quality distance learning three days to our TK – 8 schools. Anzar High School, 12th-grade students, began on Tuesday, April 20, with full-time in-person instruction Tuesday through Friday each week. Utilizing our local progress monitoring tools, ASJUSD students improved English Language Arts (ELA) and decreased in math compared to the prior years. The gains in ELA were more significant than mathematics which is consistent with comparison state and national data.

To implement instructional practices, interventions, and assessments to improve student achievement on the Spring 2019 CAASPP tests.

2019 Overall ELA Achievement:

CAASPP 2019: Increased 3.1% points over the prior year. In addition, we had a significant increase at San Juan School of 16 points. We are slightly below the standard by 22.8 points.

Subgroups:

- English Learners declined slightly
- Hispanic maintained
- Students with Disabilities increased
- Socio-economically Disadvantaged increased

Teachers also use the results of District assessments to guide their instruction and improve student achievement. Current assessments being utilized for English-Language Arts includes the Benchmark program curriculum assessments (Grades K-5), Benchmark Level Screener (Grades K-5), Basic Phonics Skills Test (BPST) (Grades 1-2), Dibels (Grades K), Accelerated Reader (AR) STAR tests for reading skill level and comprehension (Grades 2-8), Read Theory (Grades 6-8), District writing assessments (Grades K-8), teacher-created assessments (Grades K-8), and English Language Proficiency Assessment for California (ELPAC) data (Grades K-8). In addition, state testing-grade teachers (Grades 3-8) have also implemented Interim Assessment Block (IAB) testing, from the California Department of Education, as Common Formative Assessments to align their teaching of English-Language Arts to CAASPP-related instructional demands and better prepare students for the annual Statewide CAASPP assessments.

Current assessments being utilized for Mathematics includes Math Expressions curriculum assessments (Grades K-5), Savvas EnVision Math curriculum assessments (Grades 6-8), ST Math (Grades K-8), Reflex Math (Grades K-8), and teacher-created assessments. In addition, state-testing-grade teachers (Grades 3-5) have also implemented IAB testing as Common Formative Assessments to align their

teaching of English-Language Arts to CAASPP-related instructional demand and better prepare students for the annual Statewide CAASPP assessments.

Teachers meet monthly with grade-level partners and District peers in Professional Learning Communities (PLCs), which provides all teachers the collaborative space to improve their instructional capacity. PLC time is used to analyze assessment data to monitor student progress, share best teaching practices, and adapt classroom teaching to address data results and meet the needs of each student. Students who need additional support receive small-group instruction through classroom intervention or through intervention pull-out to improve their proficiency in targeted skills and concepts. There has been success with the use of interventions as evident by an increase in student grades. The addition of a school social worker has also assisted in addressing the social emotional needs of students in the district.

ASJUSD provided all children in the community the opportunity to receive breakfast and lunch each school day from March 16, 2020, and will continue until June 30, 2022.

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.

ASJUSD will first assess if the Dashboard, which is two years old, still has any validity to address areas that may not be required at this time. The following areas for the 2021-2024 school years to be addressed and included in the LCAP with transparency of actions, budget, and data displayed and analyzed.

Suspension Rate:
a) According to the 2019 California Dashboard, there is a need to continue to focus on the suspension rates of English learners, Hispanic, homeless, foster youth, socially economically disadvantaged students.

Behavior support is a high priority for our ASJUSD staff. In addition, ASJUSD will continue to provide professional counseling services at all schools through the Summer months and into the 2021-22 school year.

English Learners:

While making progress, according to the 2019 California Dashboard, English Learners (EL) were more than 100 points below standard and in orange. The District is implementing an assessment program (Lexia) that will assess specifically to support our EL students, which will also include the Rosetta Stone program. Lexia will support and accelerate EL students' progress in English Language Arts and mathematics.

2019 Overall Mathematics Achievement:

CAASPP 2019: Declined by 6.7% points over the prior year.

Subgroups:

- English Learners declined slightly
- Hispanic declined
- Students with Disabilities maintained
- Socio-economically Disadvantaged declined

The continuation of interventions for students that include STAR 360 and Lexia are just two examples of how the LEA plans to measure student progress and the success of interventions.

LCAP Highlights

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

A key feature of this year's LCAP is its grounded the District's Vision of "Commitment to equity and excellence." The vision that all students will leave ASJUSD with a solid academic, behavioral, and social-emotional foundation to be on a strong college and career pathway in the future.

The revised goal structure reflects the District's alignment dedicated to the capacity building and training necessary to implement a districtwide effective instructional program. The goals also recognize an ongoing commitment to strong academics and a need to improve and enhance our two-way communication with families and the community.

Following is a brief overview of the new LCAP goals and examples of key actions that are aligned to each:

Goal 1: Provide students with high quality educational instruction, supportive learning environments and curriculum utilizing up-to-date technology and methods to promote the full potential of each student.

Goal 2: Cultivate a dynamic educational environment that supports student achievement by engaging in culturally responsive staff collaboration for the success of all students. Prepare all students, particularly low income, English Learner,

and foster youth students for success in career and college upon graduation.

Goal 3: Ensure safe, fair, and respectful environments that meet the social-emotional, intellectual, cultural, linguistic, and physical needs of students and staff.

Goal 4: Fully engage students, staff, parents, and community stakeholders in support of short- and long-term educational outcomes/goals and community partnerships.

The 8 State Priorities mandated in the LCAP and followed by the supporting goals in the list below:

1. Basic Services: Goal 1

2. Implementation of State Standards: Goal 1

3. Parent Engagement: Goal 4

4. Pupil Achievement: Goal 2

5. Pupil Engagement: Goal 3 and Goal 4

6. School Climate: Goal 3

7. Course Access: Goal 1

8. Other Pupil Outcomes: Goal 2

This LCAP represents the District's vision for the next three years to continue its efforts to provide opportunities for all students to academically achieve and social emotionally thrive to their greatness to graduate high school with the post-secondary choices as options. The District staff will continue to focus on the areas identified for improvements based on data decision-making and resource allocation within the available resources to support improved student outcomes. We acknowledge the challenges that may come with this endeavor, given that we are coming back from a pandemic wherein students were forced to learn online from home.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Aromas-San Juan Unified School District engaged in meaningful consultation, including translation services, with school staff, both certificated and classified, school administrators and managers, students, staff, and families on the following dates and within the following opportunities:

Stakeholder engagement:

- Superintendent/Principal Coffee Hours at each school site monthly to gather input and feedback. These meetings are open to all families and community members of each school's community.
- The 2021-22 LCAP was discussed throughout the school year with the Administrative Team, School site Council, and with our labor partners for Certificated and Classified Associations.

English Learner Advisory Committee (ELAC). All three schools met on the same night in different locations at Anzar High School prior to the Migrant Parent Advisory Committee for the following dates:

- 10/20/2020
- 11/17/2020
- 1/19/2021
- 3/16/2021
- 4/20/2021

School Site Council (SSC). Parents and students participating in the SSC at their respective schools received a presentation regarding the LCAP on the following dates:

- 5/21/2021
- 5/26/2021
- 3/15/2021

Coffee hour open to staff and community members:

- Aromas Elementary coffee hour March 9, 2021, and April 20, 2021
- San Juan Elementary coffee hour March 5, 2021, and May 7, 2021
- Anzar High School Coffee hour March 3, 2021, and May 5, 2021

Administrative meetings with presentations and discussion:

- Administrative Team Meetings on March 4, 2021, and April 20, 2021

Certificated and classified staff as representatives of the respective associations:

- Classified negotiations/communications meeting April 20, 2021
- Certificated negotiations/communications meeting April 30, 2021

Board and Committee Meetings:

- Governing Board Meeting May 12, 2021
- Budget Committee meeting May 17, 2021

SELPA Consultation:

- April 21, 2021

Members included representatives of bargaining units, site administrators and community members. These meetings followed similar agendas to the LCAP Stakeholder Agenda identified below.

The District held an LCAP Stakeholders meeting virtually on March 23, 2021 and May 24, 2021. Parents, teachers, classified staff, and community were invited through several mediums, including Live Feed notifications on the District website and school websites, notification on the School's Marquee, school to home all-call telephone systems called all families, and monthly school letter. The meetings were lightly attended by parents, staff and community members. Translation for Spanish speakers was available. The meeting agendas addressed the following topics:

- Welcome and Introduction: Purpose/ Intent of LCAP, Review of Process
- Review of the newly adopted Board Goals to be used for the LCAP
- Review of the previous LCAP actions and how they fit within the new Board Goals
- LCAP: 8 State Priorities Explanation
- Discussion of how the State priorities and District Goals fit together

- Review of new and continuing actions
- Questions & Answers
- Ideas obtained from attendees

A draft of the 2021-22 Local Control Accountability Plan (LCAP) was available for public review at the District Office located at 2300 San Juan Highway, San Juan Bautista, CA 95045 on June 7, 2021 the draft of the LCAP was presented to the Board of Trustees for the required Public Hearing and will be followed by a discussion of the District's proposed annual budget. The Hearing date for the 2020-2021 LCAP was June 10, 2021 and adoption of the LCAP took place on June 23, 2021.

A summary of the feedback provided by specific stakeholder groups.

Ideas obtained from stakeholder input were compiled and shared out with stakeholders and Board members. The ideas were readily shared with those attending Coffee Hours, administrative meetings, and the Budget Advisory Committee meeting. Stakeholders and District staff provided the following input and recommendations for the 2021-22 LCAP:

- Maintain small class sizes
- Additional staff development opportunities
- School Counselors
- Hire a PE Teacher
- Hire an Art Teacher
- Individual follow up on IEPs

1.   Parents, students, and bargaining unit members recommended continuing to provide small class sizes. Parents appreciate the ability for small group instruction. Parents and staff recommended the continued format of
 small class sizes.
2.   Parents and staff, including the PAC and ELAC mentioned how important access to technology and issuing Chromebooks and hotspots to students. The LEA provided one-on-one chrome books, hotspots to students in
 need.
3. Staff and parents supported an increase in parent and community engagement and participation across all programs.
4. Parents and staff recommended providing intensive and targeted support and interventions during the school day.
5. All stakeholders recommended increasing the number of counselors in the district.
6. Staff advocated for a PE teacher at the K-8 sites
7. All stakeholder groups recommended integrating Social and Emotional Learning (SEL) with academics, discipline, and support.
8. SELPA advocated for individual follow up with parents based on IEPs.

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

A continued concerted effort was made to strengthen and broaden stakeholder input and provide opportunities for educating the community about the LCFF and LCAP process and priorities through stakeholder forums and monthly school site meetings. All information was provided in both English and Spanish.

The consultations provided stakeholder information to consider the suggestions that were not already included in the LCAP. The Governing Board assessed the comments for inclusion into the LCAP.
This LCAP was generated based on the updated goals and stakeholders' provided input and feedback used to modify the draft LCAP prior to the Public Hearing from input and feedback from the Aromas-San Juan Unified School District stakeholders. The Public Hearing included information that has been gathered from the input from stakeholders along with costs associated with those items not already included in the LCAP. A majority of the input included items already identified in the LCAP.

- Recommendation 1 - the District has maintained small classes sizes in the 2021-22 school year, which will continue to allow for small group instruction.

- Recommendation 2 - the District has committed to 1:1 devices for Chromebooks and for hotspots for students that cannot connect to the internet to study or complete homework outside of the school day. The District's goal is to maintain connectivity for students.

- Recommendation 3 and 7 - Parents and staff want to expand on the parent and community engagement through educational universities or evening forums that provide opportunities for parents to expand their knowledge and skills to support the development and enhancement of student academics, behavior and social emotional learning.

- Recommendation 4 - Parents advocated for intervention for students during the school day. The District has committed to increasing interventions teachers at each of the K-8 school sites for English Language Arts and Math.

- Recommendation 5 - Parents advocated for intervention for students during the school day. The District has committed to increasing interventions teachers at each of the K-8 school sites for English Language Arts and Math.

- Recommendation 6 - Staff and parents recommended an increase in the number of counselors at the school sites. The District has committed to increasing counselors at all sites through the partnership with the San Benito County Office of Education, San Benito Behavior Health, Harmony at Home, and the hiring of a District Counselor.

Goals and Actions

Goal

Goal #	Description
1	Provide students with high quality educational instruction, supportive learning environments and curriculum utilizing up-to-date technology and methods to promote the full potential of each student. Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 7 - Course Access

An explanation of why the LEA has developed this goal.

The District is committed to providing students with high quality educational instruction, supportive learning environments and curriculum utilizing up-to-date technology and methods to promote the full potential of each student. The District developed this goal based on the Vision Statement, "Commitment to equity and excellence." Providing highly effective technology to students through 1:1 devices will engage an enhance the educational experience for students to ensure academic success. We provide exposure and access to higher education through college campus tours in person or virtually to prepare them for life beyond 12th grade. We offer and encourage participation in fine arts and career exploration through an outside partnership to expose students to areas of interest beyond the core content areas. We are committed to maintaining lower class sizes to support to enhance interaction between student and teacher. We are committed to providing intervention for all target groups PK-12 grades. By providing the actions identified in this goal and measuring them with the metrics listed, this will allow us to reach our goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly Credentialed Teachers measured by CalSAAS	2020-2021 100% of teachers met California credentialing requirements.				100% of teachers will meet California credentialing requirements.
1-1 technology to students	2020-21 100% of students had chromebooks.				100% of students will have a chromebook.
Continue with college campus tours	2019-20 school year number of higher educational institutions visited.				Meet or exceed the number of options annually
Standards-aligned Instructional Materials for every student	2020-2021 100% of students had standards aligned instructional materials.				100% of students have standards aligned instructional materials.
Survey students interested in accessing online electives through Edgenuity as an exploration of career options.	Survey data has not been collected and will be set at zero for this year.				A 10% annual increase in the number of students accessing career classes through Edgenuity.
Implementation of State Standards measured by walkthrough observations	2020-2021 80% implementation of Academic content standards.				100% implementation of Academic Content Standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study as measured by the master schedule and course catalog in Edgenuity	2020-2021 75% of students had access to a broad course of study.				100% of students have access to a broad course of study.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide highly effective technology to students	LEA will provide the most up to date technology at all times	$50,000.00	Yes
2	Provide exposure & access to higher education	LEA will provide college trips for students.	$7,000.00	Yes
3	Encourage fine arts and career exploration	LEA will contract with the San Benito Arts Council for art education at all grade levels	$15,500.00	Yes
4	Maintain low class sizes	LEA to maintain low class sizes with 5 FTE more than efficient staffing	$554,056.00	Yes
5	Provide interventions for all target groups PK-12	Teachers will provide afterschool and intersession interventions	$5,000.00	Yes

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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	Cultivate a dynamic educational environment that supports student achievement by engaging in culturally responsive staff collaboration for the success of all students. Prepare all students, particularly low income, English Learner, and foster youth students for success in career and college upon graduation. Priority 4 - Pupil Achievement Priority 8 - Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Cultivate a dynamic educational environment that supports student achievement by engaging in culturally responsive staff collaboration for the success of all students. Goal 2 supports academic achievement with a robust instructional infrastructure to hire and retain the best staff, provide critical professional development to support the teaching and learning in the classroom, and provide bilingual opportunities for all students throughout the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance ang Progress (CAASPPP)	2018-2019 ELA 39% standard met or exceeded				ELA % Standard Met or Exceeded 80% by 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance ang Progress (CAASPPP)	2018-2019 Math 30% standard met or exceeded				Math % Standard Met or Exceeded 80% by 2023-2024
California Assessment of Student Performance ang Progress (CAASPPP)	2018-2019 Science (CST) 23% standard met or exceeded				Science 70% Standard Met or Exceeded 80% by 2023-2024
California Assessment of Student Performance ang Progress (CAASPPP)	2018-2019 no report for Alternative Assessment standard met or exceeded				50% will Meet or Exceed standard
A-G Completion	72% in 2019-20 completed A-G requirements				100% of students will complete A-G requirements.
CTE Course Pathway Completion	0% of students completing a CTE Pathway - currently CTE Course Pathways are not offered or available.				Develop a CTE Pathway
English Language Proficiency Assessments for California (ELPAC)	2018-2019 % of English Learners moved up one level				70% of English Learners will move up one level on the ELPAC overall.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on the Summative ELPAC				
English Learner Reclassification	2018-2019 % reclassification rate				20% Redesgination rate or meet/exceed state rate (whichever is higher)
AP Exam passage rate	75% in 2020-2021 scored a "3" or higher on the AP Exams.				65% in 2020-2021 scored a "3" or higher on the AP Exams.
Pupils prepared for College by the EAP	70% of students in 2018-2019 that scored a "3" or higher in both ELA and Math in 11th grade on the CAASPP.				80% of students in 2018-2019 that scored a "3" or higher in both ELA and Math in 11th grade on the CAASPP.
Other Pupil Outcomes	2021-22 Edgenuity new program set to zero in this year for students accessing and passing electives offered through Edgenuity and offered by the LEA.				50% of students to have access and passed electives offered by LEA through Edgenuity.
Local Assessment	Star 360 2021-22 new program and will be set at zero for this year.				80% of all students will increase their reading and math performance.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attract and retain highly qualified staff	Hiring incentives to attract highly qualified teachers to work with English language learners and students with special needs	$14,592.00	Yes
2	Provide relevant professional development	LEA will provide relevant professional development opportunities for English Learners and English Language Development as well as professional development that benefits Low income and Foster Youth students.	$4,500.00	Yes
3	Provide extra days within the school year for staff development	LEA will provide two additional days dedicated to certificated staff development focused on English language development, intervention strategies and social emotional learning that targets strategies for serving unduplicated student groups.	$26,073.00	Yes
4	Provide dual language educational opportunities	LEA to provide 2 FTEs for bilingual education	$221,622.00	Yes

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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	Ensure safe, fair, and respectful environments that meet the social-emotional, intellectual, cultural, linguistic, and physical needs of students and staff. State Priority 5 - Pupil Engagement Priority 6 - School Climate

An explanation of why the LEA has developed this goal.

The District is committed to ensuring safe, fair, and respectful environments that meet the social-emotional, intellectual, cultural, linguistic, and physical needs of students and staff. This goal and actions ensure that students receive the counseling support necessary to receive instruction in the classrooms. Staff will also receive training and an SEL curriculum to support the initiative. By adding another counselor and providing small group and individual counseling as well as providing social emotional support for students, especially Foster Youth, English Learners and Low Income students, these actions will allow us to reach our goal.

The District continues to provide bussing for students. This ensures that our Foster Youth, English Learners and Low Income students are able to attend school daily.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rates	0% HS dropout rate during 2020-2021.				Maintain 0% dropout rate for High School.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rates	0% MS dropout rate during 2020-2021.				Maintain 0% dropout rate for Middle School.
Attendance Rates as measured by Aeries SIS	In 2020-2021 the attendance rate was 95%				ASJUSD will have meet or exceed a average 97% positive attendance rate by 2023-24.
Chronic Absenteeism rates as measured by SIS	In 2019-2020 4% of students were chronically absent.				Reduce the chronically absent rate by 1% from 2021-2024.
Suspension Rate as measured by SIS	0% of students suspended during the 2020-2021 school year.				Reduce the suspension rate of all students by .5% from 2021-2024
Expulsion Rates as measured by SIS	0% of students expelled during the 2020-2021 school year.				Maintain 0% of students expelled.
California Healthy Kids Survey to measure connectedness to school and feeling safe at school	0%, baseline to be established during the 21-22 school year.				70% of 7th, 9th, and 11th grade students, that take the California Healthy Kids' Survey (CHKS), will self-report a high degree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					of connectedness to school by 2023-2024.
Graduation Rates	90% graduation rate for the 2020-2021 school year.				95% graduation rate by 2023-2024
School Facilities in "Good Repair"	2020-2021 all schools were in 'Good Repair"				Maintain 100% of all school in "Good Repair"

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire counseling staff	Add 1.6 FTE counsleor	$119,098.00	Yes
2	Provide social emotional learning program at all levels	Contract with Harmony at Home to provide for SEL programs at all schools	$10,000.00	Yes
3	Contract for individual & small group counseling	Contract with Harmony at Home for individual and small group counseling	$10,000.00	Yes
4	Provide safe routes to school	Transportation services for low income, homeless and foster youth and students with special needs to insure consistent attendance	$205,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Provide safe routes to school	Transportation services for all other students to insure consistent attendance	$303,294.00	No

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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	Fully engage students, staff, parents, and community stakeholders in support of short- and long-term educational outcomes/goals and community partnerships. Priority 3 - Parent Involvement Priority 5 - Pupil Engagement

An explanation of why the LEA has developed this goal.

By fully engaging students, staff, parents, and community stakeholders in support of short- and long-term educational outcomes/goals and community partnerships students will benefit by being more engaged in their own education. By enhancing and improving two-way communications and community engagement with all school stakeholders and community partners which includes the use of thought exchange and surveys parents and students will become more engaged and involved in their child's educational program and plans. Parent University will also engage parents in their child's academic career aspirations to better support students. By purchasing thoughtexchange and peachjar the district will meet this goal of engaging students, parents and stakeholders. Providing academic counseling to students will also allow students to become more engaged in their own education and career pathways. Ensuring that all communication is translated will allow all families to participate in school activities. The combined actions and metrics in this goal will allow us to reach our goal of fully engaged students and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation in decision making	Participation in parent teacher conferences				10% increase in parent participation in parent teacher conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	New metric - no baseline data available 0%.				
Parental Input in programs for Unduplicated Pupils	Participation in Parent University New metric - no baseline data available 0%				10% increase in parent participation in Parent University.
Administer thought exchanges to students and parents (i.e., ThoughtExchange or Peachjar)	New metric - no baseline data available 0%.				10% increase of the students, families and community using thought exchange.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase web services and software to strengthen home to school communication	Software to communicate with families on events, activities or issues specific to their students	$25,000.00	Yes
2	Provide for parent education opportunities	Provide a variety of parent education programs (materials, supplies and speakers)	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Provide for translation services	Translations service for both oral and written communications	$5,000.00	No
4	Academic counseling for students in grades 7-12	Academic counselor will meet with students once per school year	$35,000.00	Yes

Goal Analysis [2021-22]

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 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 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 2021-22 goals will occur during the 2022-23 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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.56%	1,321,037

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.

Over the past several years the District's Unduplicated Pupil Percentage (UPP), comprised of foster youth, English language learners and low-income students, has been declining at a rate faster than the decline in the overall student enrollment. As such, the percentage to increase or improve services has declined from 17.33% in 2018-19 to a projected 14.56% in 2021-22 school year. This decline impacts the dynamic from increased or improved services to maintenance of effort toward our UPP.

Additionally, as a community-funded district, the District does not truly receive an apportionment, increase, or otherwise, based on our UPP. The District receives a minimum amount of State Aid, based on categorical funding received in the 2012-13 school year. That minimum State Aid has not increased in the last eight years by the Cost of Living (COLA) or the impact of the COLA on supplemental and concentration grant funding, despite the information calculated by the Local Control Funding Formula. Based on that calculation, the district is required to address the needs of our UPP by investing 85% of our State Aid on 60% of our student population.

By providing highly effective technology, providing exposure and access to higher education, encouraging fine arts and career exploration, maintaining low class sizes, and providing interventions for all target groups PK-12, these actions will better support and improve the student outcomes for Low Income, Foster Youth and English Learners at a higher rate than the rate of all other students.

- Goal 1, Action 1 – Provide highly effective technology to students
- Goal 1, Action 2 – Provide exposure and access to higher education

- Goal 1, Action 3 – Encourage fine arts and career exploration
- Goal 1, Action 4 – Maintain low class sizes
- Goal 1, Action 5 – Provide interventions for all target student groups PK-12

The actions that target entire schools or across the District are items that benefit the student body as a whole. To provide those services only to students making up our UPP would cause undue segregation and/or isolation. Specifically:

- Goal 2, Action 1 – Attract and retain highly qualified staff
- Goal 2, Action 2 – Provide relevant professional development opportunities
- Goal 2, Action 3 – Provide extra days within the school year for staff development
- Goal 2, Action 4 – Provide Dual Language opportunities

The best teachers and the best supported teachers benefit all students. By hiring the best staff and providing relevant professional development opportunities to staff as well as providing dual language educational opportunities for students this goal will benefit English Learners, Low Income and Foster Youth students to grow at a rate higher than the general population.

Additionally, due to the impacts of a year's worth of school closures, isolation, and loss of connectedness due to the COVID pandemic, all students need social-emotional support. To provide those services only to students making up our UPP would cause undue segregation and/or isolation, not acknowledge the role of their peers in their emotional well-being, and fail to address the separation issues caused by the past year. Specifically:

- Goal 3, Action 1 – Hire counseling staff
- Goal 3, Action 2 – Provide a social-emotional learning program at all levels
- Goal 3, Action 3 – Contract for individual and small group counseling
- Goal 3, Action 4 – Provide safe and reliable transportation routes to school

By hiring academic counselors, providing bus transportation and providing social emotional assistance for small groups and individuals the expectation is that the Foster Youth, Low Income and English Learners will feel safer at school and show more academic growth than the general student population.

By providing better internet communications and access, providing parent education opportunities and academic counseling for students 7-12 these actions will better support and improve the student outcomes for Low Income, Foster Youth and English Learners at a higher rate than the rate of all other students.

- Goal 4, Action 1 – Purchase webservices to strengthen home to school communication

- Goal 4, Action 2 – Provide parent education opportunities
- Goal 4, Action 4 – Provide Academic counseling for grades 7-12.

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

Over the past several years the District's Unduplicated Pupil Percentage (UPP), comprised of foster youth, English language learners and low-income students, has been declining at a rate faster than the decline in the overall student enrollment. As such, the percentage to increase or improve services has declined from 17.33% in 2018-19 to a projected 14.56% in 2021-22 school year. This decline impacts the dynamic from increased or improved services to maintenance of effort toward our UPP.

During the 2021-22 school year, the District will implement a new assessment program, STAR 360, to target areas students struggle to achieve proficiency in grade-level concepts in grades TK – 12. Also, the District will implement Lexia, an application that will assist teachers in the classroom to support EL students. We will then be poised to reclassify and continue to support our students even after classification.

The District will hire two intervention teachers for each TK – 8 school site to focus on TK – 3 grade ELA and Math. The focus is to ensure students are at or above proficiency level before leaving 3rd grade. In addition, grade 4 – 12 grade will provide small group instruction of no less than three and no more than five students after school, as needed.

In addition, the District is implementing AVID at the 9 – 11 grade level in 2021-22 and will expand to 6 – 12 in the subsequent school year. Staff will be attending training this summer in preparation for the AVID implementation.

Staff at Anzar High School is enhancing the Grad Ex program through Project-Based Learning and will attend training. There will be nine teachers and the administrator attending the training to support the legacy program at Anzar.

All of the initiatives are designed to target struggling students who need additional support to access the curriculum and achieve grade-level proficiency. Support will focus on individual needs, providing support to reduce the achievement gap between subgroups identified through assessment data.

The District will pilot NGSS (grades K-12), Math (grades 9 – 12), and Envision Math (grades K-3). The pilots are with the hope of adopting by June 2022.

Training in Positive Behavior Intervention Support (PBIS) and MultiTiered System of Support (MTSS) will continue in 2021-22.

The District will replace the online program used for credit recovery in 2021-22 with a new online program, Edgenuity, that will provide options for electives and enrichment, along with intervention.

The District is increasing arts education in 2021-22 to support the input received in our stakeholder meetings to add choir and other options for music. We are expanding the art options at all three school sites and increasing the visual and performing art services to $15,500.

We must support the whole child in their educational experience. We want to ensure that our students are ready to learn when they come to school. To that end, we will continue to contract with Harmony-at-Home to provide additional counseling services for our students that require that support.

We will implement a new outreach communication program, ThoughtExchange, that will support our two-way communication with our families and community to expand the voices and engagement. Our support of counseling will continue for five days a week at each of our sites.

Contributing Actions Clarification:

Goal 1, Actions 3 and 5, Goal 2, Action 3, Goal 3, Action 3, Goal 4, Action 4 in the 2021-24 LCAP are all newly developed.

Goal 1, Actions 1, 2, and 4, Goal 2, Actions 2 and 4, Goal 3, Actions 1, 2, and 4, Goal 4, Actions 1 and 2 were continued from the 2017-2020 LCAP because our stakeholders indicated these actions were successful and wanted the actions and services to be continued.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,321,037.00	$303,294.00	$5,000.00		$1,629,331.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$939,276.00	$690,055.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Provide highly effective technology to students	$50,000.00				$50,000.00
1	2	English Learners Foster Youth Low Income	Provide exposure & access to higher education	$7,000.00				$7,000.00
1	3	English Learners Foster Youth Low Income	Encourage fine arts and career exploration	$15,500.00				$15,500.00
1	4	English Learners Foster Youth Low Income	Maintain low class sizes	$554,056.00				$554,056.00
1	5	English Learners Foster Youth Low Income	Provide interventions for all target groups PK-12	$5,000.00				$5,000.00
2	1	English Learners Foster Youth Low Income	Attract and retain highly qualified staff	$14,592.00				$14,592.00
2	2	English Learners Foster Youth Low Income	Provide relevant professional development	$4,500.00				$4,500.00
2	3	English Learners Foster Youth Low Income	Provide extra days within the school year for staff development	$26,073.00				$26,073.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Provide dual language educational opportunities	$221,622.00				$221,622.00
3	1	English Learners Foster Youth Low Income	Hire counseling staff	$119,098.00				$119,098.00
3	2	English Learners Foster Youth Low Income	Provide social emotional learning program at all levels	$10,000.00				$10,000.00
3	3	English Learners Foster Youth Low Income	Contract for individual & small group counseling	$10,000.00				$10,000.00
3	4	English Learners Foster Youth Low Income	Provide safe routes to school	$205,596.00				$205,596.00
3	5	All	Provide safe routes to school		$303,294.00			$303,294.00
4	1	English Learners Foster Youth Low Income	Purchase web services and software to strengthen home to school communication	$25,000.00				$25,000.00
4	2	English Learners Foster Youth Low Income	Provide for parent education opportunities	$18,000.00				$18,000.00
4	3	All Provide for translation services	Provide for translation services			$5,000.00		$5,000.00
4	4	English Learners Foster Youth Low Income	Academic counseling for students in grades 7-12	$35,000.00				$35,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,321,037.00	$1,321,037.00
LEA-wide Total:	$1,306,445.00	$1,306,445.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$236,214.00	$236,214.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Provide highly effective technology to students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
1	2	Provide exposure & access to higher education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	$7,000.00
1	3	Encourage fine arts and career exploration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,500.00	$15,500.00
1	4	Maintain low class sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$554,056.00	$554,056.00
1	5	Provide interventions for all target groups PK-12	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	1	Attract and retain highly qualified staff	Schoolwide	English Learners Foster Youth Low Income	All Schools	$14,592.00	$14,592.00
2	2	Provide relevant professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	$4,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Provide extra days within the school year for staff development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,073.00	$26,073.00
2	4	Provide dual language educational opportunities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: San Juan Elementary K-5	$221,622.00	$221,622.00
3	1	Hire counseling staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,098.00	$119,098.00
3	2	Provide social emotional learning program at all levels	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	3	Contract for individual & small group counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
3	4	Provide safe routes to school	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,596.00	$205,596.00
4	1	Purchase web services and software to strengthen home to school communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
4	2	Provide for parent education opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	$18,000.00
4	4	Academic counseling for students in grades 7-12	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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)).

o   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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for 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 2018–19 *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 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% 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:

- o **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.

- o **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.

- o **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:

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

  - o **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.