



ACCELERATED

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

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

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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

All students will be college and career ready.

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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Passing rate of C or better in ELA courses</p> <p>19-20 96.4%</p> <p>Baseline 82%</p>	<p>84.4%</p>
<p>Metric/Indicator Passing rate of C or better in Mathematics courses</p> <p>19-20 93.8%</p> <p>Baseline 72%</p>	<p>85.8%</p>
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)</p>	<p>10% (2018-2019 Data)</p>

Expected	Actual
<p>19-20 7% (2018-2019 Data)</p> <p>Baseline Baseline year</p>	
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 0% (2018-2019 Data)</p> <p>Baseline Baseline year</p>	<p>10% (2018-2019 Data)</p>
<p>Metric/Indicator Passing rate of C or better in Science courses</p> <p>19-20 90.9%</p> <p>Baseline 85%</p>	<p>93.5%</p>
<p>Metric/Indicator Passing rate of C or better in Social Science courses</p> <p>19-20 83.8%</p> <p>Baseline 96%</p>	<p>86.8%</p>
<p>Metric/Indicator Students enrolled in CTE courses</p> <p>19-20 45%</p> <p>Baseline 78/92 (84%)</p>	<p>79/102 (77%)</p>

Expected	Actual
Metric/Indicator Special Ed students enrolled in CTE courses 19-20 6/6 (100%) Baseline 4/12 33%	5/9 (55%)
Metric/Indicator English EAP Rates 19-20 0% (2018-2019 Data) Baseline 4%	10% (2018-2019 Data)
Metric/Indicator Math EAP Rates 19-20 0% (2018-2019 Data) Baseline 0	10% (2018-2019 Data)
Metric/Indicator Graduation Rate 19-20 99.1% Baseline Baseline	99%
Metric/Indicator Dropout Rate 19-20 .9% Baseline Baseline	1%

Expected	Actual
Metric/Indicator Subjects using date adopted materials 19-20 100% Baseline 100%	100%
Metric/Indicator Implementation of academics content and performance standards 19-20 100% Baseline 100%	100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discontinued will implement action 9 funded through CSI funds to support math instruction and implementation of Step Up to Writing.		
#2 Provide instructional materials and supplies for staff focused on Common Core, Next Generation Science Standards, and Career Technical Education. In order to develop the skills necessary to be college and career ready.	Instructional Supplies G1 A1 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000 Instructional Supplies G1 A1 Perkins 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$16,000	Instructional Supplies G1 A1 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7889.38 Instructional Supplies G1 A1 Perkins 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$14,748.95
#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intersession and before and after school.	FTE Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$117,500	FTE Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$127,614.53

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#4 Add .33 to the .67 instructor making the position full time to support credit recovery for students of high risk in order to meet education requirements and support classes for tier three students to be college and career ready in the area of reconnecting youth/ CAST.	FTE PE/RV Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$89,900	FTE PE/RV Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$88,452.75
#5 Provide opportunities for staff to attend Common Core workshops/training, to support growth in student grades in order to raise student scores in English and Math results on the CAASPP.	Workshop/Trainings 5000-5999: Services And Other Operating Expenditures Other \$6,072 Workshop/Trainings 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$10,000	Workshop/Trainings 5000-5999: Services And Other Operating Expenditures Other \$1229.41 Workshop/Trainings 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$10,000
#6 Discontinued due to lack of CSI funding- Provide research based training for Titan Instruction Leadership team to attend KAGAN and extended training for all staff throughout the school year, followed up with KAGAN coaching model and support. TILT to attend Conference on July 29- Aug 2	Workshop/Trainings 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$38,705	Workshop/Trainings 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$25,873.34
#7 Provide a 3 hours per week art instructor to support fine art requirement for students to be college and career ready and the 4 A's of TJUHSD: Academics, Agriculture, Athletics, and Art.	PT Art Instructor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$7260	PT Art Instructor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5343.00
#8 Buy back one hour of prep to support academic success for students during response to intervention	1H Buy Back 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$18200	1H Buy Back 1000-1999: Certificated Personnel Salaries LCFF \$18200
#9 Provide PLC/PD training and release time to develop instruction in math and research based Step Up to Writing program, to support growth in student grades in order to raise student scores in English and Math on the CAASPP. To be college and career ready.	Workshop/Trainings 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$13,295	Workshop/Trainings 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$13,295

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 following action: #2 Provide instructional materials and supplies for staff focused on Common Core, Next Generation Science Standards, and Career Technical Education. In order to develop skills necessary to be college and career ready. This action provides hands-on materials to students to conduct labs and skills based activities. While on distance learning we found it difficult to do performs these tasks. Therefor we did not spend all the funding allocated to these labs and activities. However we did do our best to get materials in students hands with drive up/ pick up material days and on-line activities. The following action: #5, #6 and #9 were supported through LCFF and CSI funding, to support growth in student grades in order to raise student scores in English and Math results on the CAASPP through research based resources. With COVID restrictions we were not able to attend the in-person training as planned so some of those CSI funding rolled over. The following action: #8 Buy back one hour of prep to support academic success for students during response to intervention. Each year ACHS provides this action to allow an hour a week of prep buy back to support struggling students. When placed on distance learning we continued to support students though designated RTI times during the regular work day.

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

This year was a challenge to track down students and encourage them to complete their course work during the last 9 weeks of school and when we returned. We had to continue to make adjustments as the year continued. We worked together to identify all of our students from Tier 1 to Tier 3. We then separated them accordingly and all teachers had a group of students to reach out to daily and connect with, not only in academics, but to see how they were doing with the state of the world, the pandemic, and needed support. All staff worked together to communicate the needs and support students accordingly during this time. We were able to maintain a 97% attendance rate and continued to have a high pass rate within the classroom. We were successful in finishing out the year with a 99% graduation rate.

Goal 2

All English Language Learners will improve their language acquisition and achievement

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
<p>Metric/Indicator Percentage of students scoring proficient or above in ELPAC (CELDT)</p> <p>19-20 0% (2018-2019 Data)</p> <p>Baseline 75%</p>	<p>10% (2018-2019 Data)</p>
<p>Metric/Indicator Number of students reclassified as English proficient</p> <p>19-20 0%</p> <p>Baseline 53%</p>	<p>6.1%</p>
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)</p>	<p>10% (2018-2019 Data)</p>

Expected	Actual
<p>19-20 0% (2018-2019 Data)</p> <p>Baseline 0%</p>	
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 0% (2018-2019 Data)</p> <p>Baseline 0%</p>	<p>10% (2018-2019 Data)</p>
<p>Metric/Indicator Passing rate of C or better in Science courses</p> <p>19-20 75%</p> <p>Baseline 75%</p>	<p>84%</p>
<p>Metric/Indicator Passing rate of C or better in Mathematics courses</p> <p>19-20 74.3%</p> <p>Baseline 74%</p>	<p>65%</p>
<p>Metric/Indicator Passing rate of C or better in Social Science courses</p> <p>19-20 83%</p> <p>Baseline 86%</p>	<p>79.3%</p>

Expected	Actual
Metric/Indicator Graduation Rate 19-20 93.9% Baseline Baseline	100%
Metric/Indicator Dropout Rate 19-20 3% Baseline Baseline	0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Create ELD support sections in the master schedule and higher an ELD teacher to provide	ELD Teacher G2 A1 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 28,410 ELD Supplies G2 A1 4000-4999: Books And Supplies Title III 1350	ELD Teacher G2 A1 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,493.22 ELD Supplies G2 A1 4000-4999: Books And Supplies Title III
#2 Continue to provide staff development and instructional supplies on embedding ELD standards and instructional strategies in ELA, Social Studies, Mathematics and Science for English Learners.	ELD Supplies 4000-4999: Books And Supplies LCFF 1500	ELD Supplies 4000-4999: Books And Supplies LCFF 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 following action: #1 Create ELD support sections in the master schedule and higher an ELD teacher to provide services 11.5 hours per week was spent in full. However the books and supplies was not used due to the fact that we were in COVID, and did not end up spending in this area as we went out on distance learning. Students were supported through home visits and packet worked developed to support learning.

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

This year was a challenge to track down English Learner students and encourage them to finish their classes. We had to continue to make adjustments as the year continued by adding actions to support all students including English Learners. We worked with our ELD teacher to identify our EL students from Tier 1 to Tier 3 and supported them accordingly. Staff reached out daily to connect with English Learners not only in academics, but to see how they were doing with the state of the world, the pandemic, and needed support. All staff worked together to communicate the needs and support EL students this past year. We were able to maintain a 97% attendance rate and continued to have a high pass rate within the classroom. We had a 93% graduation rate for English Learners even with finishing the year with distance learning.

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Pupil to Counselor ratio 19-20 160:1 Baseline 160:1	160:1
Metric/Indicator Attendance Rate 19-20 97% Baseline 87% (Actual 16-17 85%)	99%
Metric/Indicator Number of Suspensions 19-20 14% Baseline 21.5%	0

Expected	Actual
83	
Metric/Indicator Number of Expulsions 19-20 2% Baseline 4.67% 10	0
Metric/Indicator Positive Behavior Intervention System 19-20 Gold Status Baseline Bronze status (Actual Silver Status)	NA-COVID

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Discontinued: Continue to provide a principal's secretary that will create a positive welcoming environment where students feel valued and safe.		
#2 Continue to embed Positive Behavior Intervention and Support program on the ACHS campus with student incentives, materials, and supplies to build a positive culture where students have a sense of belonging. ACHS will continue to celebrate students every nine weeks with awards celebrations and family informational meetings on community outreach and school related support services.	PBIS- LCAP G3 A2 4000-4999: Books And Supplies LCFF \$27,714	PBIS- LCAP G3 A2 4000-4999: Books And Supplies LCFF \$15,368.04

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
# 3 Provide a full time drug, alcohol, and coping skills counselor to students at risk and who have been suspended for drug use and/or struggling with sobriety through Recovery Resources.	Recovery Resources G3 A3 5800: Professional/Consulting Services And Operating Expenditures Other \$58,500	Recovery Resources G3 A3 5800: Professional/Consulting Services And Operating Expenditures Other \$43,550
#4 Provide a part time SSIP, coach to reconnect at-risk students to school and the greater community.	SSIP Coach G3 A4 5800: Professional/Consulting Services And Operating Expenditures Other \$19,500.00	SSIP Coach G3 A4 5800: Professional/Consulting Services And Operating Expenditures Other \$19,760.04
#5 Provide a .50 Intervention in Study Skill and Support Services Classroom instructor to struggling students who are at risk, due to behaviors, suspensions, or lack of coping skills. This class will provide students with an opportunity to engage in school and community when dealing with struggles on and off campus.	Study Skills Instructor- G3 A5 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,120	Study Skills Instructor- G3 A5 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$62710.13

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 following action: #2 Continue to embed Positive Behavior Intervention and Support program on the ACHS campus with student incentives, materials, and supplies to build a positive culture where students have a sense of belonging. ACHS continued to celebrate students every nine weeks with awards celebrations and family informational meetings on community outreach and school related support services. We supported students by providing tangible goods and resources, as well as material and supplies. However we did not able to use the entire funding as the last 9 weeks of school we were out on distance learning and did not have our 9 week awards assembly. We were still able to support students, families, and staff with the funds used. The following action: #5 Provide a .50 Intervention in Study Skill and Support Services Classroom instructor to struggling students who are at risk, due to behaviors, suspensions, or lack of coping skills. This funding was designated to assist students with special needs, for academic growth. ACHS was able to support these students and staff that were identified as Tier III interventions.

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

This year was a challenge to track down "At-Risk" students and encourage them to complete their classes and check in on their well-being. We had to continue to make adjustments as the year continued by adding actions to support all students including daily phone calls and a daily check-in Google form. For example in Goal 3 Action 5 we added more Study Skills classes to the master schedule to connect and support struggling students. We added a Behavior PLC Support team to identify students from the daily check-in and designated support services through Recovery Resources, SSIP Coach, or outside resources. By implementing these goals we were

able to promote a positive learning environment where all students felt welcomed, valued, safe and engaged as part of a greater community. We had zero suspension and expulsions and were able to maintain a 97% attendance rate and 99% graduation rate.

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
Due to COVID mandates in-person instruction was only offered for the last 9 weeks of the 2020-21 school year.			

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.

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase instructional supplies, resources and software to support student learning.	\$34,720	\$34,720	Yes
Provide professional development to staff on student engagement via Distance Learning, as well as additional support with Zoom and the flipped classroom model.	\$21,177	\$21,177	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.

N/A

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.

During distant learning ACHS implanted daily attendance checks where teachers monitored their attendance and called each student daily who failed to attend. We implemented a daily on-line Response to intervention Zoom, where students who were identified as struggling in the classroom would have to attend at the end of the day. Teachers, administration, and office staff monitored RTI daily. If a student failed to log in the office team, which consisted of both certificated and classified staff would call the student and parent until they logged in to their support class. We monitored and documented every phone call from the office on the RTI list so that all staff was able to view the attempts and/or reasons students were not able to log in. We encountered many problems of students not logging into zoom, some was due to jobs, others had issues with childcare for siblings and/or children. Regardless of the issues we stayed consistent and continued to monitor students and did daily home visits to our most severe students. We placed all students in a RTI Tier Model. Each teacher received a group of students, either a Tier 1, 2, or 3. Those teachers then reached out to their group weekly to inform them of what courses and/or assignments they were missing. According to our data we averaged 70 students out of 170 students a day on the RTI list, 41%, almost half of our student population was not doing well in school. These students had missing assignments and or low grades on their online instruction, causing them to have zero's in the gradebook and or D's and F's on key standardized common core concepts. Once the Governor made the announcement that the red tier counties could have "At-Risk" students on campus, we quickly transitioned to allowing our identified tier's to attend zoom on campus, especially during RTI. This

improved learning raising students grades up to C's and D's, rather than F's. During a regular school year students are not allowed to have D's and F's on the ACHS campus, they must reach C's or above on all their common core assignments. Unfortunately, do to the struggles of online learning, we went down to accepting D's. Our overall passing grades of C and above went down but students still received credits towards graduation requirements.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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.

During the 2020-21 distance learning program, we saw a loss of student engagement within their education. ACHS was on distance learning for 75% of the school year. During PLC time teachers found it difficult to keep up with our regular pacing guide during distance learning and had to make adjustments. They were not able to get through the amount of curriculum they usually teach though during a non-pandemic year. After the first 9 weeks, we made an adjustment to the Master Schedule adding additional Study Skills classes to support struggling students. We started out the school year with 6 but added 3 more courses making it 9. ACHS identified all student by using a Response to Intervention Tier design. By working with our PLC team and using school assessments, we were able to place students with the most need at tier 3, 2, and 1. Our tiered students were quickly placed in support Study Skills classes for session 2 of semester 1. Here we were able to add additional support to learning loss in our regular core classes. When student failed to understand common core concepts, they not only had the opportunity to re-due a lesson but they also had the opportunity to be re-taught and re-assessed with the support of their Study Skills classes and the RTI model. The Tiered RTI system and the Study Skills classes helped our most severe students. Supporting students' towards receiving a 60% or above on all their assignments and/or assessments. Once we returned to in-person instruction, we raised the pass rate to 70% and above on all assignment and/or assessments. Students worked hard to meet the 70% and above challenge during the last 9 weeks of school.

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.

Not only did we daily monitor students academic progress but we also daily monitored our student social emotional progress. Each morning students were given a daily check-in where they would self-monitor themselves. The form consisted of a 1 through 5 scale, 1 if students were feeling bad, up to a 5 if they were feeling good. The form also consisted of the support services offered to students where they could choose a person they would like to communicate with: School Counselor, School Psychologist, SSIP Coach, Drug and Alcohol Counselor, Social Worker, or other, where they could place the name of whom they would like to speak with. Each day the school counselor and school psychologist would monitor the responses and support or refer students accordingly. With this implementation we found several cases of issues going on where we had to involve Child Welfare Services. In most cases the students just needed to talk to someone. We were able to monitor and support all students. We also developed a Emotional Support PLC team that met weekly to continue to monitor students struggling in the classroom, with attendance, or those who showed signs of struggling but may not have placed a 1 or 2 on their self-monitoring scale. Not only did this support team have ACHS representatives but we also had Tulare County Health and Human Services in attendance, as well as representation from the Tulare County Office of Education, to make sure our Tier students had complete wrap round services for their Social Emotional support. We also conducted a Panorama survey that identified our Tier 3 students at the beginning of the year, which validated that we had already identified our most severe social emotional students, and had them connected with support.

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.

It was difficult for our families to log into zoom meetings, we had to walk them through the process several times. We hosted intake meetings every 9 weeks where the student and a guardian would attend a zoom meeting prior to enrolling with ACHS. Here we discussed how our school operated with response to intervention and our credit system. We also discussed and had parents sign our school contract virtually, where we explained in detail our on-line and in-person Response to Intervention system and other key support services offered to students, such as emotional support and dual enrollment courses with our local junior college. These meetings took place the weeks of August 3rd-7th-2020, October 5th-9th-2020, December 7th-11th, 2020, and March 8th-12th-2021. We also conducted, with the assistance of the district, our Budget Advisory Committee meetings. Where we discussed our SPSA and LCAP, gaining input from the community, students, families, board members, staff and district personnel: October 6th, 2020, January 12th, 2021 and March 23rd, 2021
School Site Council met on: October 23, 2020, January 22, 2021, April 2, 2021, May 14, 2021.

Analysis of School Nutrition

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

TJUHSD continued to provide free meals to our students through the Community Eligibility Provision for the 2020-2021 school year. Breakfast and lunch were distributed through two "Grab and Go" options of "On Campus" or "Off Campus". The "On Campus" option was available at the comprehensive sites on Tuesdays and Thursdays with two time frame options for pick up, 12:15 to 1:15 pm or 4:30 to 5:30 pm. Students were provided with two days of meals on Tuesday and three days on Thursdays. Through the "Off Campus" option students were provided with five days of meals at our regular bus stop locations. Pick up times range from 12:45 pm to 2:30 pm. This information was shared with families through our Aeries Communication and the District Facebook page.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Hire Attendance Clerk to support with staff with parent outreach and communication	\$44,200	\$44,200	Yes
Mental Health and Social and Emotional Well-Being	Partner with Recovery Resources to provide support to students at ACHS	\$26,280	\$26,280	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.

N/A

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 data we collected from this school year was shared with our stakeholders and used in our LCAP development. This data specifically impacted our focus on maintaining a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students. As we are emerging from the pandemic, it is evident that our students need additional socio-emotional supports. We have included these supports in our LCAP for 2021-2024.

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 LCAP will continue to focus on our students demonstrating successful completion of a broad course of study and meeting the a-g requirements upon graduation, in order to be prepared to transition to college or a career. Even though our metrics show that we have made progress in achieving this goal, it is important for our school to continue to focus on ALL students having the opportunity to both attend college or transition into a career, as well as continue to monitor and address learning loss. Metrics included in the LCAP consist of successful completion of core classes with a C or better, CAASPP performance, AP Test passage rates and CTE completer status. These metrics will allow us to monitor our student academic progress. We are going to continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students. This includes our

teachers using the results from formative and summative assessments to guide instruction and focus on the academic needs of our students.

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.

N/A

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.

Based on the analysis and reflection of our student outcomes in 2019-2020, our greatest area of need continues to be our students' performance on the mathematics portion of the CAASPP. The pandemic also impacted our ability to focus on Goal 3 and improve student behavior and engagement. For 2021-2022, we will support Positive Behavioral Intervention and Supports, PBIS, as well as providing additional interventions to support students with high risk behaviors. We will continue to provide training to our staff on how to build connections with students. We will also continue to focus on our mathematics instruction through our PLC work, which includes providing professional development and coaching to our teachers, as well as targeted supports for our students.

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:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, 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	533,026.00	466,527.79
Carl D. Perkins Career and Technical Education	16,000.00	14,748.95
Common Core Standards Implementation Funds	80,200.00	49,168.34
LCFF	29,214.00	33,568.04
LCFF Supplemental and Concentration	322,190.00	304,503.01
Other	84,072.00	64,539.45
Title III	1,350.00	0.00
	6,902.00	0.00
	5,080.00	1,500.00
	7,502.00	0.00
	1,265.00	0.00

* 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	533,026.00	466,527.79
1000-1999: Certificated Personnel Salaries	320,390.00	314,813.63
4000-4999: Books And Supplies	66,564.00	38,006.37
5000-5999: Services And Other Operating Expenditures	6,072.00	1,229.41
5800: Professional/Consulting Services And Operating Expenditures	140,000.00	112,478.38
	140,000.00	63,310.04
	153,220.00	91,220.00
	79,974.00	78,000.00

* 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	533,026.00	466,527.79
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	18,200.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	18,200.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	302,190.00	296,613.63
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	16,000.00	14,748.95
4000-4999: Books And Supplies	LCFF	29,214.00	15,368.04
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	20,000.00	7,889.38
4000-4999: Books And Supplies	Title III	1,350.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	6,072.00	1,229.41
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	62,000.00	49,168.34
5800: Professional/Consulting Services And Operating Expenditures	Other	78,000.00	63,310.04
		62,000.00	0.00
		78,000.00	63,310.04
		78,000.00	63,310.04
		91,220.00	91,220.00
		2,502.00	0.00
		6,072.00	0.00
		62,000.00	0.00
		91,220.00	91,220.00

* 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	336,932.00	312,646.36
Goal 2	31,260.00	12,493.22
Goal 3	164,834.00	141,388.21

* 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	\$549,582.00	
Distance Learning Program	\$55,897.00	\$55,897.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$70,480.00	\$70,480.00
All Expenditures in Learning Continuity and Attendance Plan	\$126,377.00	\$126,377.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$549,582.00	
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		
Distance Learning Program	\$55,897.00	\$55,897.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$70,480.00	\$70,480.00
All Expenditures in Learning Continuity and Attendance Plan	\$126,377.00	\$126,377.00



ACCELERATED

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
Tulare Joint Union High School District	Wendi Powell Principal	Wendi.powell@tulare.k12.ca.ua 559-687-7303

Plan Summary [2021-22]

General Information

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

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. We are a growing district that is currently serving 5,700 students within our three comprehensive high schools, alternative education programs and adult education programs. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, comprised of 75% socio-economically disadvantaged students and 11% English language learners. Accelerated Charter High School (ACHS) is an alternative program comprised of approximately 170 students ranging from grades 10-12. ACHS core content is standards-based and school board adopted, English is aligned to the Common Core State Standards, and the math program has transitioned to a curriculum that is aligned to the Common Core State Standards (College Preparatory Math). In addition, all English, math, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2016-2017, 2017-2018, 2018-2019, 2019-2020 and 2020-2021 school years. ELA teachers have developed Common Core State Standard units and have implemented them into their curriculum. A scheduled maintenance program is administered on a regular basis, with heavy maintenance functions occurring during vacation periods to ensure that school grounds and facilities remain in excellent repair. ACHS has an active School Site Council, as well as other parent groups such as English Language Advisory Committee (ELAC) and Parent Institute for Quality Education (PIQE) which is provided at each comprehensive site. The CAASPP scores from 2018-2019 indicated that 7% of our students met or exceeded the standards while 17% Nearly met the standard in English Language Arts, and zero met the standard in Mathematics, while 5% nearly met the standard. The ACHS 2019-2020 attendance rate was 97% while our graduation rate was 76%. The CAASPP scores from 2017-2018 indicated that 8% of our students met or exceeded the standards while 19% Nearly met the standard in English Language Arts, 1% met the standard in Mathematics, while 7% nearly met the standard. The ACHS 2017-2018 attendance rate was 85% while our graduation rate was 87%. The CAASPP scores from 2018-2019 indicated that 7% of our students met or exceeded the

standards while 19% Nearly met the standard in English Language Arts zero met the standard in Mathematics, while 5% nearly met the standard. The ACHS 2018-2019 attendance rate was 96% while our graduation rate was 99.1%. In the 2019-2020 school year there were no CAASPP score due to COVID. However ACHS was able to maintain their attendance rate with a .3% increase reaching 96.3%. We continued to have a successful year with a 99% graduation rate, growing by 3%. Accelerated Charter High School and the Tulare Joint Union High School District have used the LCAP process to identify areas of needed improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English- language learners (EL) and Foster youth (FY).

Reflections: Successes

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

Our success in highly recognized on our dashboard in regards to our graduation rate and our low drop out rate where we are in the blue. We also reached yellow in both our suspension rate as well as College and Career, an increase from orange. We continue to stay in orange in both areas of the CAASPP, an area we need to improve on with our junior class.

Reflections: Identified Need

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

Based on the data, our greatest area of need is meeting and/or exceeding CASSPP ELA and Math. Currently 7% ELA and 0 Math met and/or exceeded in the 2018-2019 school year. We plan on continued support in this area through providing cohesive professional development for our staff and students by focusing on the pillar standards and backwards mapping in our curriculum to support standard base lessons, formative, and summative assessments. We will also continue to focus on actions that have a positive impact on improving student behavior and academic support. This includes continuing to support PBIS, as well as providing additional interventions to support students with high risk behaviors that cause distraction within the learning environment, whether it be home and/or school situations. Our goal is to continue to implement the Campus Life SSIP coach to support students with these high risk behaviors. We will continue to provide additional counseling for students who need additional drug and alcohol support by providing a two day a week drug and alcohol counselor. We will continue to provide a school psychologist four times a week. We have also added a social worker on campus 1 day a week. Another area of concern is our Chronic Absenteeism and SARB. We hope to add a full time attendance clerk to assist in this area rather than a 60% position. Additionally, we will be providing training to our staff on how to build connections with students and how to provide impactful lessons to meet the CAASPP standards. We will add additional Response to Intervention support to teachers and additional academic support with a study skills for our tier three students, a well as provide more opportunities for the social emotional piece with the "Why Try" program, a research based support from Tulare County Office of Education. We will also add more staff support for learning loss for the 2021-22 school year due to COVID.

LCAP Highlights

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

In this year's LCAP, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Based on stakeholder input, we have made changes to our metrics in order to be able to better identify our district's strengths and needs for credit recovery and learning loss.

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.

Accelerated Charter High School is an alternative education program and was identified for Comprehensive Support and Improvement due to the fact that a majority of the indicators were red. ACHS has since improved their red indicators in pupil achievement in Math to orange, ELA to orange and College/ Careers to yellow and graduation rate as well as suspension rate to blue. We were removed from CSI in the 2020-2021 school year.

Support for Identified Schools

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

ACHS was removed from CSI.

Monitoring and Evaluating Effectiveness

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

ACHS was removed from CSI but will continue to implement the following effective techniques on the ACHS school campus. Accelerated Charter shall monitor implementation of step up to writing and KAGAN strategies in all subject matters throughout the school year. Data will be evaluated to determine the effectiveness of the step up to writing and KAGAN strategies implemented. Staff will work together during PLC's to determine and report back the quality of implementation on campus to the administration, as well as next steps of implementation. The cycle of inquiry shall be followed in the professional learning communities, with an emphasis on formative and summative assessments that will drive the Response to Intervention system, to enhance student growth and success in Math and ELA. All student shall take the CAASPP interim assessment three times per year prior to the CAASPP. ELA and math teachers will disseminate the data and make changes accordingly to support student growth. Accelerated Reading assessments will be conducted quarterly to track and evaluate data and student growth. Parents and students will receive up to date grade reports weekly and quarterly reports with credit accrual, the LEA team will track grade data. This data will be collected and supported in RTI and intervention classes for the individual needs of students. This data will continue to be evaluated to determine the effectiveness of the Step Up to Writing and KAGAN strategies. The ACHS team and stakeholders will have access to view the ongoing data collected by the staff as well as suspension data and attendance, as it

pertains to engagement in the classroom. ACHS will collect all data and continue progress monitoring throughout the school year. They will present their findings to the Professional Learning Communities, School Site Council, and Budget Advisory Committee throughout the year to determine if the outcomes will have a positive effect on the Dashboard, specifically in the areas of ELA, Math and college and career ready. In addition students will be enrolled in the College of Sequoias dual enrollment course on campus in the area of Career Technical Education to support students to be college and career ready. This course completions rates will be monitored and supported by ACHS staff to increase the dashboard completion rate.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions.

LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish.

Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval.

Board of Trustees reviews LCAP goals and impact on multi-year projections.

Meeting Dates:

BAC – 10/16/20, 12/1/20, 1/26/21, 3/23/21, 5/25/21

CSEA – 4/15/21, 5/3/21 (A CSEA member is also a representative to our BAC meetings)

CTA – 3/9/2021, 3/16/2021, 4/7/2021, 4/12/2021, 5/20/2021 (A CTA member is also a representative to our BAC meetings)

SELPA Meetings- 7/27/20, 7/30/20, 8/17/20, 8/27/20, 8/31/20, 9/14/20, 9/23/20, 9/28/20, 10/5/20, 11/2/20, 11/16/20, 12/7/20, 2/1/21, 3/1/21, 3/22/21, 4/12/21, 6/7/21,

Cabinet/Principals' Meetings – 9/3/20, 12/16/20, 1/14/21, 2/4/21, 2/18/21, 4/8/21, 5/6/21, 5/18/21

Board of Trustees – 9/3/20, 9/17/21, 11/19/20, 2/18/21, 3/4/21, 6/3/21, 6/17/21

School Services of California May Revise – 5/20/21, attended by CTA, CSEA and district staff

Accelerated Charter High School

- Site Advisory – January 22, 2021
- School Site Council – January 25, 2021, May 14, 2021

A summary of the feedback provided by specific stakeholder groups.

Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly information was also shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Feedback in the form of surveys, as well as suggestions from the face to face meetings with the various stakeholders at the meetings listed above, resulted in actions with accompanied funding. Board of Trustees transparently displayed the actions proposed, as well as a summary of the feedback from the various stakeholder groups. Between January 22, 2021 and May 14th, 2021, feedback was solicited from each stakeholder group. From April 2– May 1, revisions and edits to the next 3-year plan were made. On May 25th, the draft LCAP

presented to the BAC and the goals and action in the following areas were shared: college and career readiness, English language acquisition and achievement, and school climate.

Based on the feedback from our stakeholder meetings, we will continue to focus on preparing all students to be college and career ready, increase the English Language acquisition of our English Learners and provide a safe and welcoming environment to all of our students. Our stakeholder feedback also resulted in additional actions to better support a positive learning environment, such as continuing additional psychologist, Safe Student Intervention Program Gang Prevention Services and Drug and Alcohol counseling. Based on stakeholder feedback, we will continue to provide Tier III interventions to support disconnected students.

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

With the CSI funding being pulled, the stakeholder had to look at what was feasible to continue in the plan. With the support of the committees, ACHS was able to pull funding to continue the Art course, the drug and alcohol counselor and other resources. Data was pulled from the LCAP Parent, Staff, and Student surveys to evaluate and decide which actions would best suit the needs of ACHS. These actions were supported by all stakeholders and placed in the plan.

The following adjustments were discussed and made to support foster, English Learners, and low-income students at ACHS.

Goal 1: All students will graduate college and career ready.

Action 2: Provide instructional materials and supplies for staff focused on Common Core, Next Generation Science Standards, and Career Technical Education. In order to develop the skills necessary to be college and career ready.

19- 20 LCAP Funding: \$20,000

20-21 LCAP Funding: \$5,000

21-22 LCAP Funding \$1500

Stakeholders agreed to decrease this amount due to supplies purchased in 19-20 that will continue to be used in 20-21.

Funding moved to support LCAP Goal 3 Action 3.

DISCONTINUED Action 5: Provide opportunities for staff to attend Common Core workshops/training's, to support growth in student grades in order to raise student scores in English and Math results on the CAASPP.

19-20 CSI Funding: \$10,000

20-21 Funding: \$0

Discontinued no state funding through CSI, Administration will continue trainings during PLC and district wide workshops.

DISCONTINUED Action 6: Provide research based training for Titan Instruction Leadership team to attend KAGAN and extended training for all staff throughout the school year, followed up with KAGAN coaching model and support. TILT to attend Conference on July 29- Aug 2

19-20 CSI Funding: 38,705

20-21 Funding: \$0

Discontinued no state funding through CSI, Administration will continue trainings during PLC and walkthrough

Action 8: Buy back one hour of prep to support academic success for students during response to intervention. (8- 1 Hour Teacher Buyout)
19-20 CSI Funding: \$18200
20-21 LCAP Funding: \$20,000
21-22 LCAP Funding \$21,400
Funds moved from other LCAP sources to support this Action, All Stakeholders felt this was vital to support Tier III students with academic support at ACHS.

DISCONTINUED Action 9: Provide PLC/PD training and release time to develop instruction in math and research based Step Up to Writing program, to support growth in student grades in order to raise student scores in English and Math on the CAASPP. To be college and career ready.

19-20 CSI Funding: 13,295

20-21 Funding: \$0

Discontinued no state funding through CSI, Administration will continue trainings during PLC and walkthrough

Goal 2: All English Learners will improve their English Language Acquisition and Achievement

DISCONTINUED Action 2: Continue to provide staff development and instructional supplies on embedding ELD standards and instructional strategies in ELA, Social Studies, Mathematics and Science for English Learners.

19-20 CSI Funding: 1500

20-21 Funding: \$0

Discontinued moved funds to support CSI funding of Goal 3 Action 3, will support instructional supplies for ELD standards through other resources. Stakeholders felt it was vital to move to support other Actions

DISCONTINUED Action 3: Provide Read 180 instructional materials for English Language Development in all English Language Development classes.

19-20 CSI Funding: 1800

20-21 Funding: \$0

Discontinued moved funds to support CSI funding of Goal 3 Action 3, will support instructional supplies Read 180 through other resources. Stakeholders felt it was vital to move to support other Actions

Goal 3: All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as a part of a greater community.

Action 2: Continue to embed a Positive Behavior Intervention and Support program on the ACHS campus with student incentives, materials, and supplies to build a positive culture where students have a sense of belonging. ACHS will continue to celebrate students every nine weeks with awards celebrations and family informational meetings on community outreach and school related support services.

19-20 LCAP Funding: \$27,714

20-21 LCAP Funding: \$5,000

21-22 LCAP Funding \$2014

Decreased to support LCAP Goal 3 Action 3, Stakeholders supported to move funding to support other Actions

Action 3: Provide a part time drug, alcohol, and coping skills counselor to students at risk and who have been suspended for drug use and/or struggling with sobriety through Recovery Resources.

19-20 CSI Funding: \$58,500

20-21 LCAP Funding: \$26,280

21-22 LCAP Funding \$26,280

CSI funding was discontinued, Stakeholders believed this was vital to Tier III student, specifically foster, English Learners, and low-income. Funding was moved from other LCAP sources to support this Action.

DISCONTINUED Action 4: Provide a part time SSIP, coach to reconnect at-risk students to school and the greater community.

19-20 CSI Funding: \$19,500

20-21 LCAP: \$0

Discontinued no state funding through CSI, although all Stakeholders felt this was an important piece to support students, we were not able to support it with LCAP, however the district decided to continue it though district funds.

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate successful completion of a broad course of study and will meet requirements upon graduation, in order to be prepared to transition to college or a career. (All students will be college and career ready.)

An explanation of why the LEA has developed this goal.

Even though, our data shows growth on passage rate, graduation rates and the number of students enrolled in CTE courses, there is still a continuing need to support our students to be college and career ready. This includes continuing to support our students, so that they are able to demonstrate proficiency in English and Mathematics. We also need to continue to support our students in science, so that they are able to think like scientists. It is also important to continue to challenge our students through a rigorous curriculum to prepare them for a post secondary future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passing rate of C or better in ELA courses based on semester grades	79.8%				85%
Passing rate with a C or better in Mathematics courses based on semester grades	68.5%				75%
Percentage of students meeting or exceeding the standards in English	7%				60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the California Assessment of Student Performance and Progress(CAASPP)					
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0%				40%
Passing rate of C or better in Science courses based on semester grades	74.7%				85%
Passing rate of a C or better in Social Studies courses based on semester grades	88.7%				90%
Percentage of CTE Completers	68/220 (30%)				35%
Percentage of Special Education students who are CTE Completers	3/8 38%				40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students identified as Prepared by the College and Career Indicator	10.6%				20%
Percentage of Socioeconomically Disadvantaged students identified as Prepared by the College and Career Indicator	10.5%				20%
English EAP rates (Juniors college ready in English as measured through the CAASPP)	0%				10%
Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)	0%				10%
Graduation rate	97.2%				98%
Dropout Rate	1.9%				1.5%
Teachers teaching without a full credential	2				1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Subjects using state adopted materials	100%				100%
Implementation of academic content and performance standards	100%				100%
Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study	100%				100%
Teachers appropriately assigned	10				10

Actions

Action #	Title	Description	Total Funds	Contributing
1	#1 Provide PLC/PD release	#1 Continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready (Low Income, English Learners, Foster Youth) .	\$7,974.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	#2 Provide instructional materials and supplies.	#2 Continue to provide instructional materials and supplies for staff focused on Common Core, Next Generation Science Standards, and Career Technical Education. In order to develop the skills necessary to be college and career ready.	\$18,070.00	Yes
3	#3 FTE School Counselor	#3 Provide a FTE counselor to oversee credit recovery courses for students at-risk of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intersession and before and after school.	\$133,950.00	Yes
4	#4 Credit Recovery and "Why Try" Instructor	#4 FTE teaching position to support credit recovery for students of high risk in order to meet education requirements and support classes for tier three students to be college and career ready in the "Why Try" curriculum with TCOE.	\$89,900.00	Yes
5	#5 One Hour Prep Buy Back for RTI	#5 Buy back one hour of prep to support academic success for students during response to intervention. Specifically but not limited to Low Income, Foster Youth, Homeless, and English Learners.	\$21,800.00	Yes
6	#6 Three Hour Art Instructor	#6 Provide a 3 hours per week art instructor to support fine art requirements for students to be college and career ready and the 4 A's of TJUHSD: Academics, Agriculture, Athletics, and Art	\$7,260.00	Yes
7	#7 Support Co-Teacher in English Language Arts and other Core Subject Areas	#7 A support Co-Teacher in English Language Arts and other Core Subjects for struggling students, specifically for students identified as Low Income, English Learners, Foster Youth, and Homeless.	\$36,230.00	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	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores, CAASPP scores and concurrent/dual enrollment with local junior colleges.

An explanation of why the LEA has developed this goal.

English Learners are a significant student group in our District. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional supports to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates, performance on the ELPAC and CAASPP, as well as completion in our CTE and/or Dual/Concurrent enrollment in our local Junior Colleges.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students scoring Well Developed or Level 4 on the ELPAC.	0%				25%
Reclassification Rate	0%				35%
Passing rate of C or better for English Learners in Mathematics courses based on semester grades	74.3%				80%
Passing rate of C or better for English	83%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learners in Social Studies courses based on semester grades					
Passing rate of C or better for English Learners in Science courses based on semester grades	75%				85%
Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	4%				15%
Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0%				15%
Graduation rate for English Learners	93.9%				95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout rate for English Learners	3%				1%
Percentage of English Learner students who are CTE Completers	Baseline				20%
Maintain implementation of English Language Development Standards in English, Mathematics, Social Studies and Science	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development teacher	#1 Continue to provide ELD teacher to provide services targeted to supporting English Learners in their acquisition of the English Language, Social Studies, Mathematics, Science, and Dual/Concurrent enrollment with local Junior Colleges.	\$36,782.00	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	ACHS will continue to maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of students, in order to be a positive member of the greater community.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil-to-counselor ratio	170:1				170:1
Attendance Rate	96.39%				97%
Number of students identified as chronic absentees	17/239 7.1%				10%
ACHS Suspension Rate	14.5%				10%
ACHS Expulsion Rate	.78%				0
Williams Uniform Complaints	0				0
Facility Conditions per Facility Inspection Tool (FIT) Report	Rating of good or higher				Rating of good or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupils parents, and staff sense of safety and school connectedness. (Surveys)	<p>78% of the student survey respondents report feeling that school provides a safe environment; 7.3% disagreed or strongly disagreed</p> <p>79% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7% disagreed or strongly disagreed</p> <p>85% of the staff survey respondents report feeling that school provides a safe environment; 4% disagreed or strongly disagreed</p> <p>53% of the student survey respondents report feeling that school provides a caring and engaging environment; 14% disagreed or strongly disagreed</p> <p>83% of the parent/guardian</p>				<p>85% of the student survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed</p> <p>85% of the parent/guardian survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed</p> <p>90% of the staff survey respondents report feeling that school provides a safe environment; 2% disagreed or strongly disagreed</p> <p>75% of the student survey respondents report feeling that school provides a caring and engaging environment; 5% disagreed or strongly disagreed</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed</p> <p>90% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed</p>				<p>90% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed</p> <p>95% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed</p>
Number of registrations on the districts ParentSquare app	353				360

Actions

Action #	Title	Description	Total Funds	Contributing
1	#1 Positive Behavior Intervention and Support	<p>#1 Positive Behavior Intervention and Support</p> <p>1a. Continue to embed a Positive Behavior Intervention and Support program on campus with student incentives, materials, and supplies to build a positive culture where students have a sense of belonging.</p> <p>1b. ACHS will continue to celebrate students every nine weeks with awards celebrations. Families will be invited to celebrations where</p>	\$19,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		they will be able to attend important informational meetings on community outreach and school related services and programs. 1c. The PBIS coordinator will continue to be compensated for their role on the PBIS team. The coordinator will focus on continued support for English Learners, Foster Youth, Homeless, and Low Income students.		
2	Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor	#2 Continue to provide a part time drug, alcohol, and coping skills counselor to at risk students, specifically but not limited to English Learners, Foster Youth, Low Income, Homeless, and Suspended students with whom ate struggling with sobriety and coping skills	\$29,000.00	Yes
3	#3 Cover part of an FTE to support struggling students with a Study Skill Instructor	#3 Cover part of an FTE to support struggling students with a Study Skill Instructor. This instructor will provide support to struggling students who are identified as Special Ed, Foster Youth, Homeless, and Low Income who are experiencing difficulties in their academics. These courses will provide students with an opportunity to engage in school and community when dealing with academic or trauma enriched situations that are enabling them to do well in their core subjects, needed to graduate and be college and career ready.	\$65,630.00	Yes
4	#4 Provide safety procedures and protocols on campus.	#4 Provide materials and supplies in order to continue on providing a safe and welcoming environment for students, staff, and families.	\$1,500.00	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
26.87%	\$373,844.00

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.

Goal 1 Action 1: Continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready (Low Income, English Learners, Foster Youth). In order to educate staff on best practices and wrap around services to support these students.

Goal 1 Action 2: Continue to provide instructional materials and supplies for staff focused on Common Core, Next Generation Science Standards, and Career Technical Education. In order to develop the skills necessary to be college and career ready for Low Income, English Learners, Foster, and Homeless.

Goal 1 Action 3: Continue to provide a FTE counselor to oversee credit recovery courses for students at-risk (Low Income, English Learners, Foster Youth) of not graduating. This includes providing academic support at ACHS through Response to Intervention, summer school, winter intersession and before and after school.

Goal 1 Action 4: FTE teaching position to support credit recovery for students of high risk in order to meet education requirements and support classes for tier three students to be college and career ready in the "Why Try" curriculum with TCOE. Specifically for students who are Low Income, English Learners, Homeless and Foster Youth.

Goal 1 Action 5: Buy back one hour of prep to support academic success for students during response to intervention. Specifically but not limited to Low Income, Foster Youth, Homeless, and English Learners. This is for all teachers in order to provide extra tutoring to struggling students.

Goal 1 Action 6: Provide a 3 hours per week art instructor to support fine art requirements for students to be college and career ready and the 4 A's of TJUHSD: Academics, Agriculture, Athletics, and Art. This course will be provided to all students to meet the graduation requirements for the district and state of California.

Goal 1 Action 7: A support Co-Teacher in English Language Arts and other Core Subjects for struggling students, specifically for students identified as Low Income, English Learners, Foster Youth, and Homeless.

Goal 2 Action 1: Continue to provide ELD teacher to provide services targeted to supporting English Learners in their acquisition of the English Language, Social Studies, Mathematics, Science, and Dual/Concurrent enrollment with local Junior Colleges.

Goal 3 Action 1: Continue to provide Positive Behavior Intervention and Support. 1a. Continue to embed a Positive Behavior Intervention and Support program on campus with student incentives, materials, and supplies to build a positive culture where students have a sense of belonging. 1b. ACHS will continue to celebrate students every nine weeks with awards celebrations. Families will be invited to celebrations where they will be able to attend important informational meetings on community outreach and school related services and programs. 1c. The PBIS coordinator will continue to be compensated for their role on the PBIS team. The coordinator will focus on continued support for English Learners, Foster Youth, Homeless, and Low Income students.

Goal 3 Action 2: Continue to provide a part time drug, alcohol, and coping skills counselor to at risk students, specifically but not limited to English Learners, Foster Youth, Low Income, Homeless, and Suspended students with whom are struggling with sobriety and coping skills.

Goal 3 Action 3: Cover part of an FTE to support struggling students with a Study Skill Instructor. This instructor will provide support to struggling students who are identified as Special Ed, Foster Youth, Homeless, and Low Income who are experiencing difficulties in their academics. These courses will provide students with an opportunity to engage in school and community when dealing with academic or trauma enriched situations that are enabling them to do well in their core subjects, needed to graduate and be college and career ready.

Goal 3 Action 4: Provide materials and supplies in order to continue on providing a safe and welcoming environment for students, staff, and families.

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

Each action provides important service to Foster, English Learners, homeless and low-income students. These actions are vital to our most disengaged students and provides a school climate where student feel safe and apart of a greater community. This is proven in our attendance rate of 97% for 2020 and our 2020 graduation rate of 99% with a 1.2% dropout rate.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$373,844.00	\$11,099.00		\$83,141.00	\$468,084.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$424,791.00	\$43,293.00

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	#1 Provide PLC/PD release	\$5,000.00			\$2,974.00	\$7,974.00
1	2	English Learners Foster Youth Low Income	#2 Provide instructional materials and supplies.	\$6,500.00	\$10,000.00		\$1,570.00	\$18,070.00
1	3	English Learners Foster Youth Low Income	#3 FTE School Counselor	\$133,950.00				\$133,950.00
1	4	English Learners Foster Youth Low Income	#4 Credit Recovery and "Why Try" Instructor	\$89,900.00				\$89,900.00
1	5	English Learners Foster Youth Low Income	#5 One Hour Prep Buy Back for RTI	\$21,800.00				\$21,800.00
1	6	English Learners Foster Youth Low Income	#6 Three Hour Art Instructor	\$7,260.00				\$7,260.00
1	7	English Learners Foster Youth Low Income	#7 Support Co-Teacher in English Language Arts and other Core Subject Areas				\$36,230.00	\$36,230.00
2	1	English Learners	English Language Development teacher	\$29,880.00			\$6,902.00	\$36,782.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	#1 Positive Behavior Intervention and Support	\$13,924.00	\$1,099.00		\$4,965.00	\$19,988.00
3	2	English Learners Foster Youth Low Income	Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor				\$29,000.00	\$29,000.00
3	3	English Learners Foster Youth Low Income	#3 Cover part of an FTE to support struggling students with a Study Skill Instructor	\$65,630.00				\$65,630.00
3	4	English Learners Foster Youth Low Income	#4 Provide safety procedures and protocols on campus.				\$1,500.00	\$1,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$373,844.00	\$468,084.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$373,844.00	\$468,084.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	#1 Provide PLC/PD release	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$5,000.00	\$7,974.00
1	2	#2 Provide instructional materials and supplies.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$6,500.00	\$18,070.00
1	3	#3 FTE School Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$133,950.00	\$133,950.00
1	4	#4 Credit Recovery and "Why Try" Instructor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$89,900.00	\$89,900.00
1	5	#5 One Hour Prep Buy Back for RTI	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$21,800.00	\$21,800.00
1	6	#6 Three Hour Art Instructor	Schoolwide	English Learners Foster Youth Low Income		\$7,260.00	\$7,260.00
1	7	#7 Support Co-Teacher in English Language Arts and other Core Subject Areas	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School		\$36,230.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	English Language Development teacher	Schoolwide	English Learners	Specific Schools: Accelerated Charter High School	\$29,880.00	\$36,782.00
2	3				Specific Schools: Accelerated Charter High School		
3	1	#1 Positive Behavior Intervention and Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$13,924.00	\$19,988.00
3	2	Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School		\$29,000.00
3	3	#3 Cover part of an FTE to support struggling students with a Study Skill Instructor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School	\$65,630.00	\$65,630.00
3	4	#4 Provide safety procedures and protocols on campus.	Schoolwide	English Learners Foster Youth Low Income			\$1,500.00
3	5				Specific Schools: Accelerated Charter High School		

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)).

- 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:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Tulare Joint Union High School District
CDS Code:	54-72249-0133793
LEA Contact Information:	Name: Wendi Powell Position: Principal Email: wendi.powell@tulare.k12.ca.us Phone: 559-687-7303
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,765,304
LCFF Supplemental & Concentration Grants	\$373,844
All Other State Funds	\$0
All Local Funds	\$0
All federal funds	\$158,084
Total Projected Revenue	\$1,923,388

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,923,388
Total Budgeted Expenditures in the LCAP	\$468,084
Total Budgeted Expenditures for High Needs Students in the LCAP	\$373,844
Expenditures not in the LCAP	\$1,455,304

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$126,377
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$126,377

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP are in the areas of instruction, instructional support, operations, and site administration. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs, and equipment. As a dependent charter, expenses beyond those listed here are included in the district's Budget Overview for Parents.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare Joint Union High School District

CDS Code: 54-72249-0133793

School Year: 2021-22

LEA contact information:

Wendi Powell

Principal

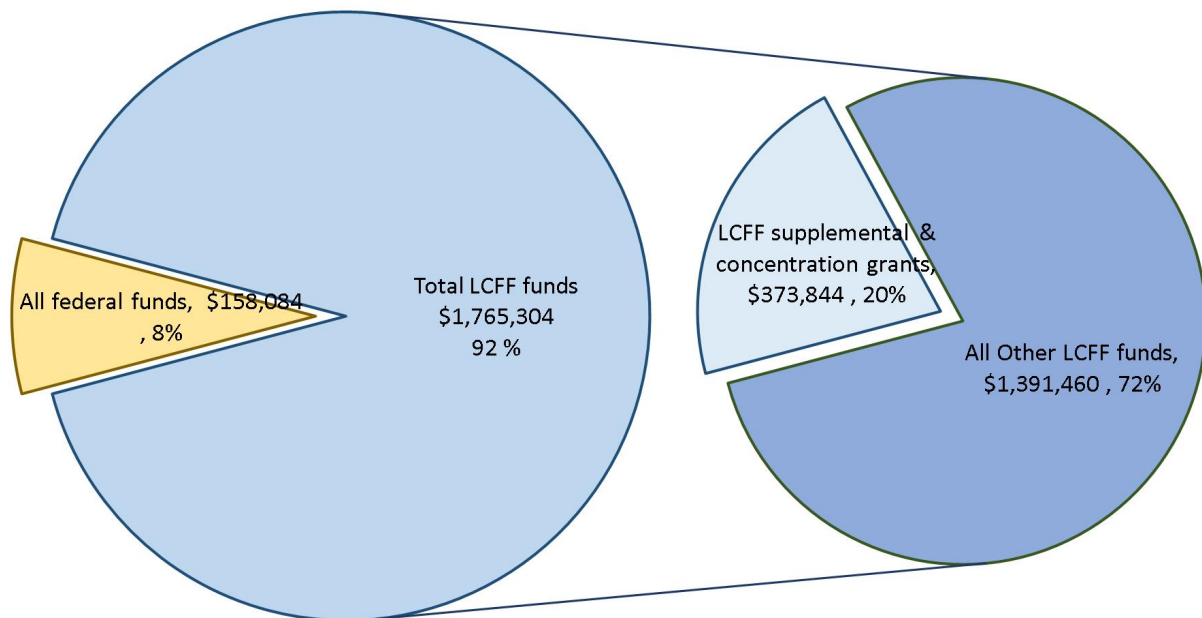
wendi.powell@tulare.k12.ca.us

559-687-7303

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



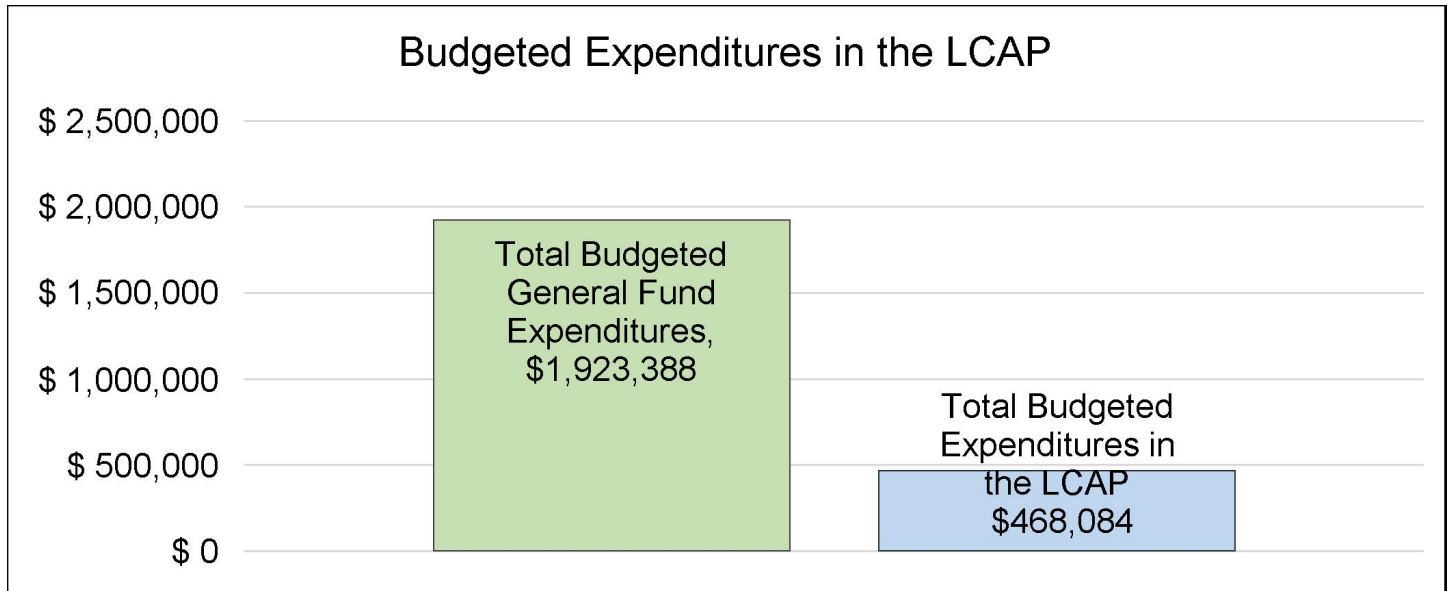
This chart shows the total general purpose revenue Tulare Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Tulare Joint Union High School District is \$1,923,388, of which \$1,765,304 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$158,084 is

federal funds. Of the \$1,765,304 in LCFF Funds, \$373,844 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tulare Joint Union High 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.

Tulare Joint Union High School District plans to spend \$1,923,388 for the 2021-22 school year. Of that amount, \$468,084 is tied to actions/services in the LCAP and \$1,455,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

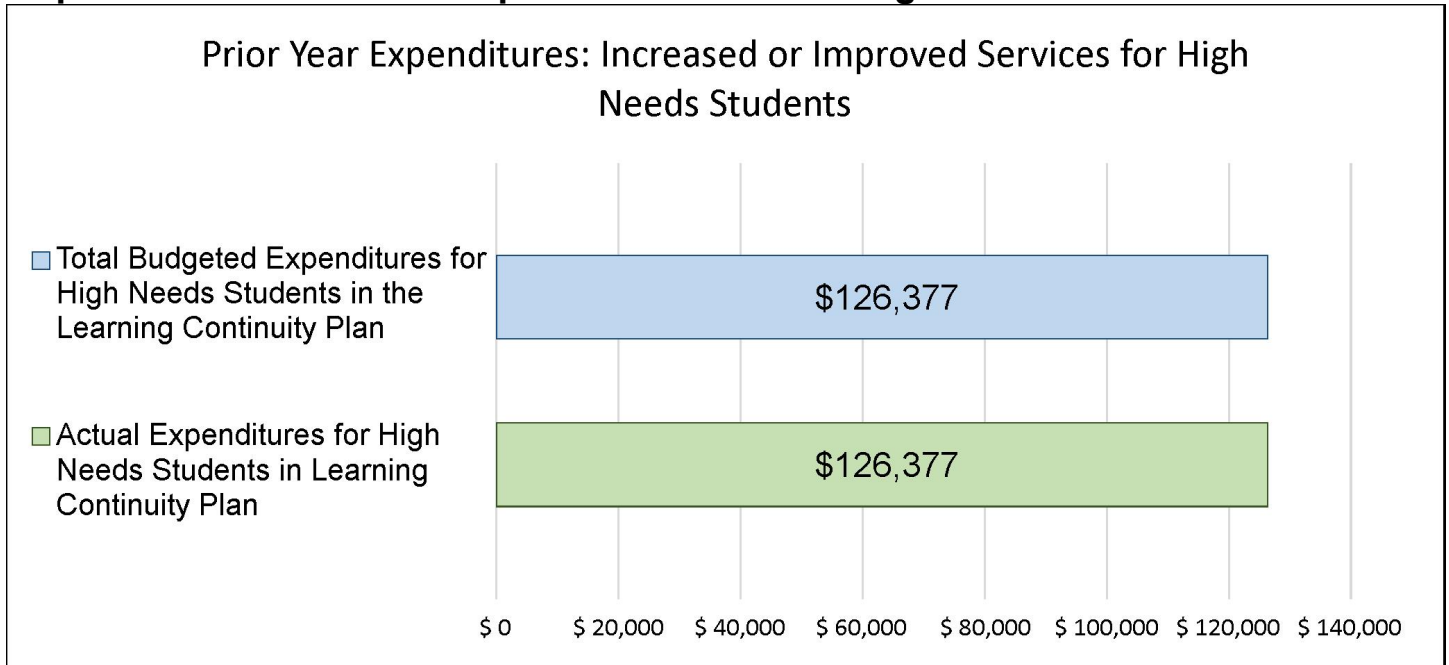
General fund expenditures not included in the LCAP are in the areas of instruction, instructional support, operations, and site administration. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs, and equipment. As a dependent charter, expenses beyond those listed here are included in the district's Budget Overview for Parents.

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

In 2021-22, Tulare Joint Union High School District is projecting it will receive \$373,844 based on the enrollment of foster youth, English learner, and low-income students. Tulare Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare Joint Union High School District plans to spend \$373,844 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 Tulare Joint Union High 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 Tulare Joint Union High 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, Tulare Joint Union High School District's Learning Continuity Plan budgeted \$126,377 for planned actions to increase or improve services for high needs students. Tulare Joint Union High School District actually spent \$126,377 for actions to increase or improve services for high needs students in 2020-21.