



ACCELERATED

CHARTER HIGH SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Accelerated Charter High School

CDS Code: 54-72249-0133793

School Year: 2022-23

LEA contact information:

Wendi Powell

Principal

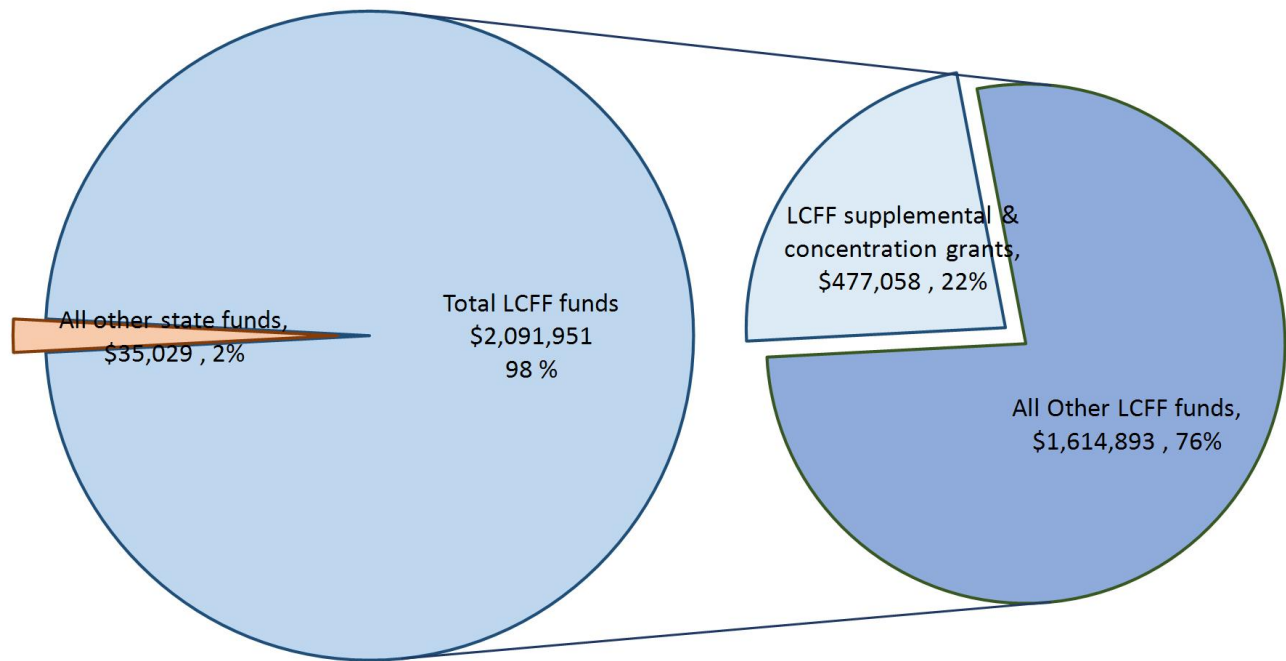
wendi.powell@tulare.k12.ca.us

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 2022-23 School Year

Projected Revenue by Fund Source

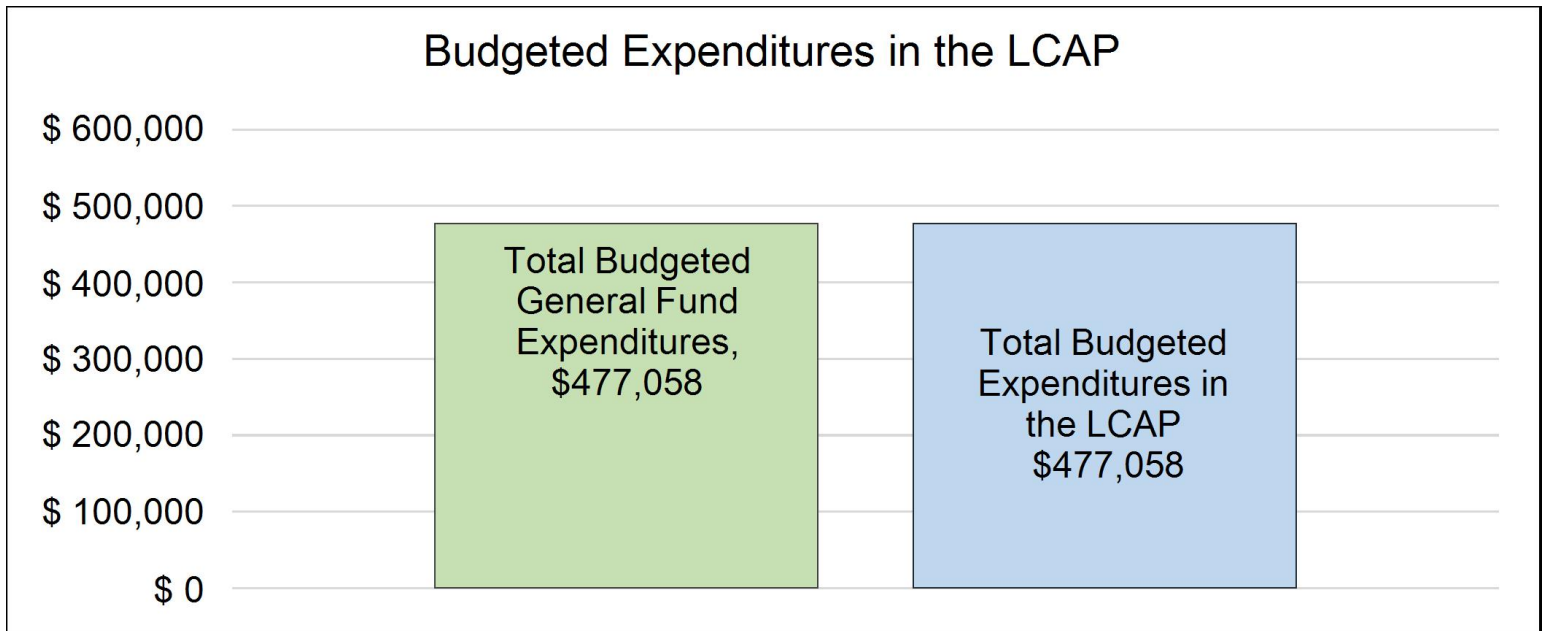


This chart shows the total general purpose revenue Accelerated Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Accelerated Charter High School is \$2126980, of which \$2091951 is Local Control Funding Formula (LCFF), \$35029 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$2091951 in LCFF Funds, \$477058 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 Accelerated Charter High School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

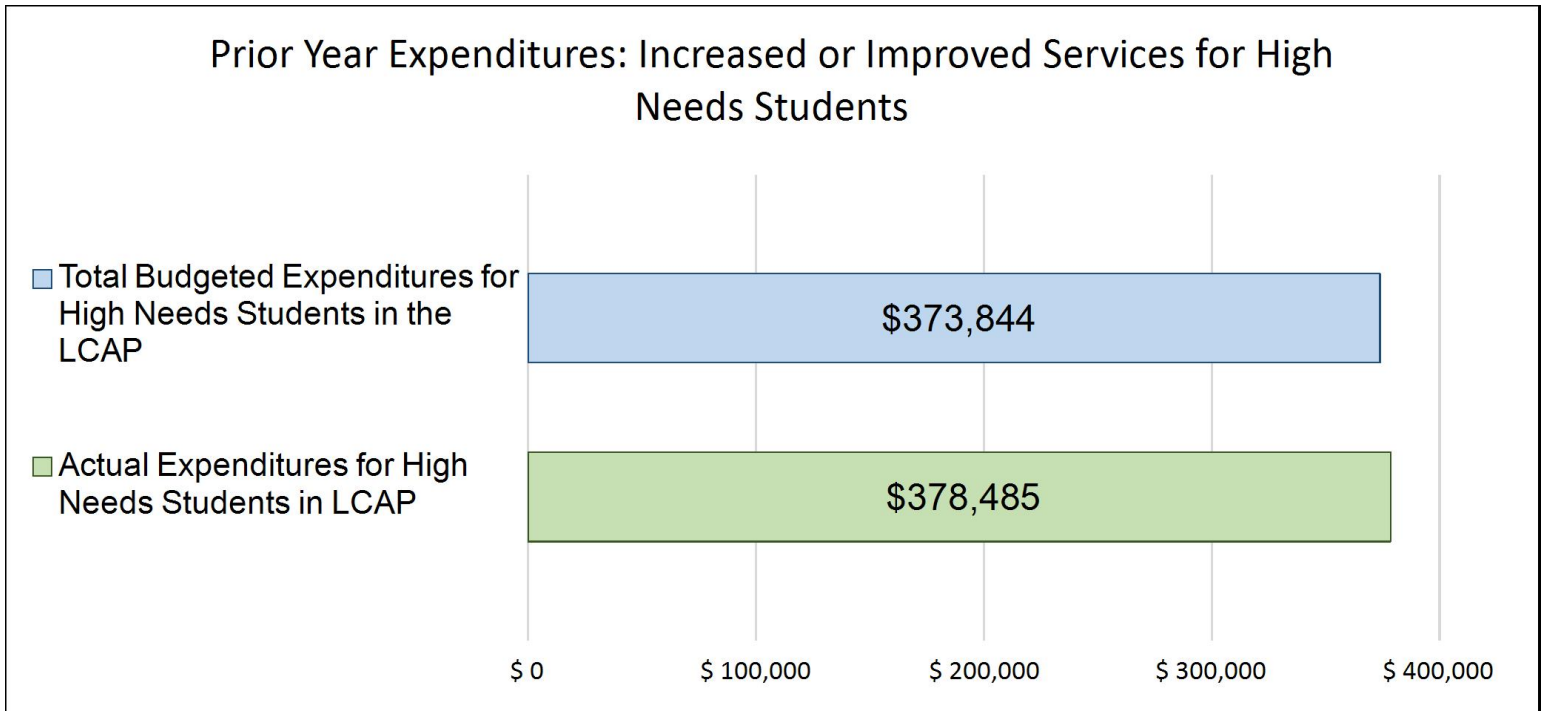
The text description of the above chart is as follows: Accelerated Charter High School plans to spend \$477,058 for the 2022-23 school year. Of that amount, \$477,058 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Accelerated Charter High School is projecting it will receive \$477,058 based on the enrollment of foster youth, English learner, and low-income students. Accelerated Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Accelerated Charter High School plans to spend \$ 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Accelerated Charter High School's LCAP budgeted \$373,844 for planned actions to increase or improve services for high needs students. Accelerated Charter High School actually spent \$378,485 for actions to increase or improve services for high needs students in 2021-22.



ACCELERATED

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------------|---|
| Accelerated Charter High School | Mrs. Wendi Powell Principal | wendi.powell@tulare.k12.ca.us 559-687-7303 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

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

LCAP information was presented in English and Spanish. Educational Partner input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish. This input was collected from students, staff, parents and community members.

Superintendent’s Cabinet regularly analyzes the LCAP metrics and discusses the development of the LCAP and budget approval. Stakeholder input from surveys and BAC meetings is also discussed and analyzed at cabinet meetings.

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

Our Budget Advisory Committee, which constitutes the TJUHSD's Parent Advisory Committee, also meets on a regular basis to provide input on our LCAP goals, actions and metrics. The committee is composed of students, classified staff, teachers, administrators, parents and community members. The members of this committee include representation of English Learners, Foster and Socioeconomically Disadvantaged parents. The committee also reviews the stakeholder surveys to have an understanding of specific feedback from students, parents, staff and community members. Changes were made to the LCAP goals and metrics based on the input shared at the BAC. The changes made to our LCAP are reflective of the input provided by our stakeholders.

Meeting Dates:

BAC – 10/5/21, 12/7/21 and 1/25/22

SELPA Meetings- 10/4/21, 11/1/21, 12/6/21, 2/7/22

Cabinet/Principals' Meetings – 9/1/21, 9/16/21, 10/6/21, 10/20/21, 11/3/21, 11/17/21, 12/15/21, 1/13/22, 2/2/22

Board of Trustees – 10/7/21, 11/18/21, 12/16/21, 1/20/22

Accelerated Charter High School

- School Site Council – January 21, 2022 at 1:00 PM

All Staff Advosiry - January 21, 2022 at 8:15 AM

Tulare Joint Union High School District

- DAC/DELAC – January, 2022 at 6:00 PM

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Tulare Joint Union High School District has engaged Educational Partners in the process of reviewing and analyzing data to determine the needs of our students. Based on these needs, we will further identify which areas will benefit from additional personnel. We will use this information to increase the number of staff who provide direct services to our students. Discussions with our Educational Partners through Budget Advisory, DELAC/DAC, cabinet and site advisory meeting have resulted the following suggestions:

- Increase in Student Services (Examples: Social Worker, SEL support)
- Additional Academic Support (Examples: ELD Support in Core Subject Areas, Co-teacher)

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Federal funds received to support recovery from COVID-19 pandemic was presented in English and Spanish. Educational Partner input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish. This input was collected from students, staff, parents and community members.

Superintendent's Cabinet regularly analyzes metrics and discusses the implementation of one-time federal funds.

The Board of Trustees reviews and approves expenditure plans for one-time federal funds intended to support recovery from the COVID-19 pandemic.

Our Budget Advisory Committee, which constitutes the TJUHSD's Parent Advisory Committee, also meets on a regular basis to provide input on our LCAP goals, actions, metrics and one-time Federal funds. The committee is composed of students, classified staff, teachers, administrators, parents and community members. The members of this committee include representation of English Learners, Foster and Socioeconomically Disadvantaged parents. The committee also reviews Educational Partner surveys to have an understanding of specific feedback from students, parents, staff and community members.

Meeting Dates:

BAC – 10/5/21, 12/7/21

SELPA Meetings- 10/4/21, 11/1/21, 12/6/21, 2/7/22

Cabinet/Principals' Meetings – 9/1/21, 9/16/21, 10/6/21, 10/20/21, 11/3/21, 11/17/21, 12/15/21

Board of Trustees – 10/7/21, 11/18/21, 12/16/21, 1/20/22

Accelerated Charter High School

- School Site Council – October 22, 2021 and January 21, 2022 at 1:00 PM

Staff Advisory – January 21, 2022 at 1:00 PM

Tulare Joint Union High School District

- DAC/DELAC – October 20, 2021 at 6:00 PM

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Tulare Joint Union High School District is implementing strategies to ensure continuous and safe in-person learning as well as addressing the impact of lost instructional time due to the COVID-19 Pandemic. Additionally, the Tulare Joint Union High School District is continuing the actions of Extended Learning Opportunity Grant to support students. In an effort to ensure continuous and safe in-person learning, the district is continuing to purchase the necessary PPE equipment and supplies. We are also supporting the mental health needs of our students through providing social workers. Tulare Joint Union High School District is providing additional staffing and support in the core academic

areas of Math and English, ELD. This support is focused on addressing learning loss. Students are also receiving additional support through Response to Intervention built into the school day. Part-time Co-teacher assists with the most At-Risk Students: Foster, Homeless, ELD, and SpEd and instructional supports then in and out of the classroom. Daily data is provided to the Co-teacher so that they are able to target students who are struggling in their courses. Additional tutoring opportunities are being provided for students during lunch time and after school. Students also have the opportunity to participate in winter intercession and summer school in order to bridge the learning gap and recover credits.

Successes: students are back on campus and are receiving the necessary supports and assistance in-person. Students are participating in tutoring opportunities, credit recovery opportunities and working to recover from lost instructional time.

List below are grade comparisons from 1st semester of the 2020-2021 ACHS school year and 1st semester of the 2021-2022 ACHS school year, providing evidence how students are improving in their core academic areas with the supports they are receiving through these funds.

Passing rate of C or better in ELA courses based on semester grades: 79.8% (2020-2021 1st semester) and 92% (2021-2022 1st semester)

Passing rate of C or better in Science courses based on semester grades: 74.7% (2020-2021 1st semester) and 95% (2021-2022 1st semester)

Passing rate of a C or better in Social Studies courses based on semester grades: 88% (2020-2021 1st semester) and 96% (2021-2022 1st semester)

Passing rate with a C or better in Mathematics courses based on semester grades: 68.5% (2020-2021 1st semester) and 97% (2021-2022 1st semester)

Challenges: Students continue to miss school for covid-related reasons.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Tulare Joint Union High School District LCAP, Safe Return to In-Person Instruction and Continuity of Services Plan, and the ESSER III Expenditure Plan are all aligned to our three LCAP Goals of:

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

2. All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.

3. TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

Students attending school via distance learning for most of the 2020-2021 school year has affected most students. The Tulare Joint Union High School District anticipated challenges as it pertained to learning loss, credit recovery, and social emotional support for our students. LCAP funds and other Federal funds have allowed us to plan for these challenges and implement numerous strategies to support our students in their return to school during the 2021-2022 school year. Below is a list of actions to support students with the usage of these funds.

1. Providing Professional Development and Professional Learning Community release time to support teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready, which includes our low income, English Learners, and Foster Youth students.
2. Continue to provide professional development for teachers, classified employees, and administrators focused on: sustaining a professional learning community and culture, math standards, next generation science standards (NGSS) concepts and skills necessary to be college and career ready.
3. Course advancement and credit recovery through summer school, winter session and before or after school.
4. Offering Expository Reading and Writing Course for Senior English to prepare all students for college, specifically our unduplicated students.
5. Professional Learning Content Leads to support core content areas and lead in the development of curriculum and data analysis.
6. Provide Math Coaches to assist mathematics teachers in teaching standards based instruction and addressing the four Professional Learning Community (PLC) critical questions.
7. Continue to provide honors and advanced placement courses for our students focusing specifically on our low income, English Learners, and Foster Youth students.
8. Continue to expand Linked Learning Pathways for all students at all grade levels.
9. Continue to offer career-technical education (CTE) pathways throughout the district and support our unduplicated students in taking these courses, including our low-income, English Learners, Foster Youth, and students with disabilities.
10. Continue to provide staff development on embedding ELD standards and instructional strategies geared at supporting English Learners in social studies, mathematics, and science.
11. Continue with ELD coaches to provide professional development and services targeted at supporting English Learners in their acquisition of the English Language.
12. Continue to provide Parent Institute for Quality Education (PIQE) program in English and Spanish for parents, to embrace the PIQE mission of: Embracing, Empowering, and Transforming Families.
13. Continue to use Parent Square to increase communication with parents.
14. Increase participation in District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC), Special Education and Foster parent participation.

15. Provide PBIS student incentives so support and incentivize positive behavior on campus.
16. Fund a full-time Attendance Coordinator to assist with improving student attendance, specifically reducing truancy.
17. Provide 4.0 FTE School Psychologists to support the social-emotional needs of our students.
18. Training all of our staff on how to improve connections between students and provide a safe environment.
19. Provide an additional LVN to support the health needs of our students.
20. Provide the Safe Schools Intervention Program (SSIP), which focuses on Gang Intervention Services, and supports students with high risk behaviors such as gang affiliation.
21. Hire additional para professionals to support student learning, including Para Professionals who work with ELD students by pulling them out of their homework labs to provide academic support.
22. Hire additional para professionals to support special education students.
23. Hire additional LVNs to support students and staff during COVID-19 Pandemic.
24. Provide English Language Arts support classes, to support students with learning loss in Reading and Writing.
25. Provide opportunities and supports for students to recover academic credits.
26. Installed bi-polar ionization units to improve air quality in classrooms, gymnasiums, and school offices.
27. Provide math labs to support students in Algebra 1.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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 |
|-------------------------------------|---------------------------|---|
| Accelerated Charter High School | Wendi Powell Principal | Wendi.powell@tulare.k12.ca.ua 559-687-7303 |

Plan Summary [2022-23]

General Information

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

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%. In the 2020-2021 school year we were able to return to a modified in-person schooling due to COVID. The CAASPP scores were as followed in ELA 18% of our students met or exceeded the standards while 33% Nearly met the standard. In Math 1% met the standard in Mathematics, while 10% nearly met the standard. ACHS attendance rate was 99.3%, while our graduation rate was 97.3%. 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 is 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 8% ELA and 1% Math met and/or exceeded in the 2020-2021 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 supports to students with high risk behaviors to be successful in the classroom. 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 full time. 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, as 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 2022-23 school year with additional funding.

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 – 10/5/21, 12/7/21 and 1/25/22

SELPA Meetings- 10/4/21, 11/1/21, 12/6/21, 2/7/22

Cabinet/Principals' Meetings – 9/1/21, 9/16/21, 10/6/21, 10/20/21, 11/3/21, 11/17/21, 12/15/21, 1/13/22, 2/2/22

Board of Trustees – 10/7/21, 11/18/21, 12/16/21, 1/20/22

Accelerated Charter High School

- School Site Council – January 21, 2022 at 1:00 PM

All Staff Advosiry - January 21, 2022 at 8:15 AM

Tulare Joint Union High School District

- DAC/DELAC – January, 2022 at 6:00 PM

A summary of the feedback provided by specific educational partners.

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 2022 and May 2022, 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 24th, 2022, the LCAP draft was 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 input from educational partners.

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, this will continue for the 2022-2023 school year.

Funding moved to support LCAP Goal 3 Action 3.

Action 3, 4, 5, and 6 will continue with no changes.

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

Action 1 will continue with no changes.

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, this will continue for the 2022-2023 school year.

Action 3 will be provided funding through Title 1: 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 Title 1 Funding \$26,280

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. Will continue for the 2022-2023 school year.

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% | 92.7% | | | 85% |
| Passing rate with a C or better in Mathematics courses based on semester grades | 68.5% | 97.9% | | | 75% |
| Percentage of students meeting or exceeding the | 7% | 19% "UPDATED DATA" 8% (2021-2022 Data) | | | 60% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------|---------------------------------------|----------------|----------------|-----------------------------|
| standards in English 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% | 2% "UPDATED DATA" 1% (2021-2022 Data) | | | 40% |
| Passing rate of C or better in Science courses based on semester grades | 74.7% | 95.7% | | | 85% |
| Passing rate of a C or better in Social Studies courses based on semester grades | 88.7% | 96.5% | | | 90% |
| Percentage of CTE Completers | 68/220 (30%) | 30/218 (13%) | | | 35% |
| Percentage of Special Education students | 3/8 38% | 7/15 46% | | | 40% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|---|----------------|----------------|-----------------------------|
| who are CTE Completers | | | | | |
| Percentage of students identified as Prepared by the College and Career Indicator | 10.6% | 8% | | | 20% |
| Percentage of Socioeconomically Disadvantaged students identified as Prepared by the College and Career Indicator | 10.5% | 10% | | | 20% |
| English EAP rates (Juniors college ready in English as measured through the CAASPP) | 0% | 0% "UPDATED DATA" 1% (2021-2022 Data) | | | 10% |
| Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP) | 0% | 0% | | | 10% |
| Graduation rate | 97.2% | 97.3% "UPDATED DATA" 99.4% (2021-2022 Data) | | | 98% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|--|----------------|----------------|-----------------------------|
| Dropout Rate | 1.9% | 2.2% "UPDATED DATA" .6% (2021-2022 Data) | | | 1.5% |
| Teachers teaching without a full credential | 2 | 1 | | | 1 |
| Subjects using state adopted materials | 100% | 100% | | | 100% |
| Implementation of academic content and performance standards | 100% | 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% | | | 100% |
| Teachers appropriately assigned | 10 | 10 | | | 10 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1.1 | #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 |
| 1.2 | #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 |
| 1.3 | #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 |
| 1.4 | #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 |
| 1.5 | #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 |
| 1.6 | #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 |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.7 | #7 Support RTI Teacher in English Language Arts and other Core Subject Areas | #7 A support RTI 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.

Each action planned was implemented during the 2021-22 school year and were utilized effectively.

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

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.)

#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). Our plan for the 2021-2022 was to continue to provide release time to support our teachers in meeting the needs of our students. As we re-turned to in-person instruction we realized the need of our students was to have their teachers in the classroom to continue to address learning loss and provide social emotional support to the students due to their time out of school with COVID-19. Therefore we were unable to meet the budgeted expenditures of \$7974, only spending \$1595.

#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. As we re-turned to in-person instruction we assessed the needs of materials and supplies and realized we had materials left over from the time spent with no students on campus. Therefore we were unable to meet the budgeted expenditures of \$18070, spending \$14207.

#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. This year there was a reduction of statutory benefits which reduced the total cost for instructors. Therefore we were unable to meet the budgeted expenditures of \$36230, only spending \$31437.

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

#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). Teachers and administration took advantage of this action to collaborate during the school day and/or after school in supporting the needs of the students in various ways.

#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. This funding is vital to supporting the hands-on learning with-in Common Core instruction, Science and Career Technical Education.

#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. The school counselor position supports all student daily in RTI as well as social emotional issues to help students be successful.

#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. This course was full this year with high-risk students due to COVID, this position was used daily to support students decision making to be proactive within the educational community in order to gain their credits to be college and career ready.

#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 action is essential to the structure of the school as all teachers are active members of the RTI process daily and are financially supported through this action to support the students.

#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. Students currently take the Art course to meet their graduation requirement with the addition of this course to be college and career ready.

#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. This position supports identified Low Income, English Learners, Foster Youth, and Homeless students daily by working directly with these students in their ELA course work to be successful and pass their course.

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.

No changes to be made to the plan/ goals.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | 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% | 2.6% "UPDATED DATA" 7.0% (2021-2022 Data) | | | 25% |
| Reclassification Rate | 0% | 0% | | | 35% |
| Passing rate of C or better for English Learners in Mathematics courses based on semester grades | 74.3% | 100% | | | 80% |
| Passing rate of C or | 83% | 92.7% | | | 90% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|---------------------------------------|----------------|----------------|-----------------------------|
| better for English 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% | 94.4% | | | 85% |
| Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP) | 4% | 4% "UPDATED DATA" 0% (2021-2022 Data) | | | 15% |
| Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP) | 0% | 0% "UPDATED DATA" 0% (2021-2022 Data) | | | 15% |
| Graduation rate for English Learners | 93.9% | 100% | | | 95% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|----------|----------------|----------------|----------------|-----------------------------|
| Dropout rate for English Learners | 3% | 0% | | | 1% |
| Percentage of English Learner students who are CTE Completers | Baseline | 4/21 19% | | | 20% |
| Maintain implementation of English Language Development Standards in English, Mathematics, Social Studies and Science | 100% | 100% | | | 100% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|-------------|--------------|
| 2.1 | 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.

Each action planned was implemented during the 2021-22 school year and were utilized effectively.

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

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.

#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. This year there was a reduction of statutory benefits which reduced the total cost for instructors. Therefore we were unable to meet the budgeted expenditures of \$36782, only spending \$30197.

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

#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. With an increase in English Learners this school year this position has been vital as English Learners have struggled during COVID and have fallen behind in their credits, therefore we have seen an increase in need at ACHS with support in English Learner Development this past year.

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.

No changes to be made to the plan/ goals.

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

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | 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 | | | 170:1 |
| Attendance Rate | 96.39% | 99.34% "UPDATED DATA" 88.70% (2021-2022 Data) | | | 97% |
| Number of students identified as chronic absentees | 17/239 7.1% | 2/314 .6% "UPDATED DATA" 126/309 40.8% (2021-2022 Data) | | | 10% |
| ACHS Suspension Rate | 14.5% | .9% "UPDATED DATA" 10.6% (2021-2022 Data) | | | 10% |
| ACHS Expulsion Rate | .78% | 0% | | | 0 |
| Williams Uniform Complaints | 0 | 0 | | | 0 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|----------------|----------------|--|
| Facility Conditions per Facility Inspection Tool (FIT) Report | Rating of good or higher | Rating of good or higher | | | Rating of good or higher |
| Pupils parents, and staff sense of safety and school connectedness. (Surveys) | 78% of the student survey respondents report feeling that school provides a safe environment; 7.3% disagreed or strongly disagreed | 78% of the student survey respondents report feeling that school provides a safe environment; 7.3% disagreed or strongly disagreed | | | 85% of the student survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed |
| | 79% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7% disagreed or strongly disagreed | 79% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7% disagreed or strongly disagreed | | | 85% of the parent/guardian survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed |
| | 85% of the staff survey respondents report feeling that school provides a safe environment; 4% disagreed or strongly disagreed | 85% of the staff survey respondents report feeling that school provides a safe environment; 4% disagreed or strongly disagreed | | | 90% of the staff survey respondents report feeling that school provides a safe environment; 2% disagreed or strongly disagreed |
| | 53% of the student survey respondents report feeling that school provides a caring and engaging | 53% of the student survey respondents report feeling that school provides a caring and engaging | | | 75% of the student survey respondents report feeling that school provides a caring and engaging |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|--|
| | <p>environment; 14% disagreed or strongly disagreed</p> <p>83% of the parent/guardian 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>environment; 14% disagreed or strongly disagreed</p> <p>83% of the parent/guardian 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>environment; 5% 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 that can be reached | 77 registered | | | 360 |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| 3.1 | #1 Positive Behavior Intervention and Support | #1 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. | \$19,988.00 | Yes |
| 3.2 | 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 | #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 |
| 3.4 | #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.

Each action planned was implemented during the 2021-22 school year and were utilized effectively.

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

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.

#1 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.

The budgeted amount of \$19988 was not met, spending only \$12324 due to COVID-19 restrictions and not being able to have large school assemblies and inviting all families and guests the first semester as we had planned.

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

Materials and supplies for safety procedures and protocols were provided therefore we did not spend the budgeted \$1500.

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

#1 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.

Coming back onto campus this year was difficult. Students were disconnected and we used PBIS to reconnect students to their education and to school.

#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.

Continued support needed for At-risk students especially after COVID with drug use being more rampant. We had an increase in suspensions due to being under the influence and/or having illegal substances on campus this last year.

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.

No changes to be made to the plan/ goals.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$477,058 | \$44,598 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 30.30% | 13.02% | \$194,629.32 | 43.31% |

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

Required Descriptions

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

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.

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

The following services will increase support to foster youth, low-income and English learners by providing two part-time Instructional Aides to push in and support struggling students in their A-G courses during tier one intervention. These aides will also be assigned to support foster youth, low-income students, and English learners during the designated Response to Intervention (RTI) tutorial time daily, for tier two support to improve A-G eligibility. In addition to instructional aides, a Response to Intervention teacher will support tier two and three students during Friday RTI to increase and improve services for foster youth, low-income students, and English learners to improve A-G eligibility. Additional Instructional services will be provided with two Instructional Aide. The added expenditures of these two instructional aides will support and enhance the learning recovery for all students, including foster youth, low-income students, and English learners. This plan and proposed services will provide necessary resources for students to achieve A-G eligibility and earn a high school diploma. The instructional services provided by an Rtl Teacher will be an addition to the support services provided by the LCAP. Currently the ACHS LCAP provides a 3.75 hour Rtl teacher Monday through Thursday, which is vital to support all students, including foster youth, low-income students, and English learners. The added expenditures of the A-G completion improvement plan will extend this support though Friday.

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

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$373,844.00 | \$11,099.00 | | \$83,141.00 | \$468,084.00 | \$424,791.00 | \$43,293.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | #1 Provide PLC/PD release | English Learners Foster Youth Low Income | \$5,000.00 | | | \$2,974.00 | \$7,974.00 |
| 1 | 1.2 | #2 Provide instructional materials and supplies. | English Learners Foster Youth Low Income | \$6,500.00 | \$10,000.00 | | \$1,570.00 | \$18,070.00 |
| 1 | 1.3 | #3 FTE School Counselor | English Learners Foster Youth Low Income | \$133,950.00 | | | | \$133,950.00 |
| 1 | 1.4 | #4 Credit Recovery and "Why Try" Instructor | English Learners Foster Youth Low Income | \$89,900.00 | | | | \$89,900.00 |
| 1 | 1.5 | #5 One Hour Prep Buy Back for RTI | English Learners Foster Youth Low Income | \$21,800.00 | | | | \$21,800.00 |
| 1 | 1.6 | #6 Three Hour Art Instructor | English Learners Foster Youth Low Income | \$7,260.00 | | | | \$7,260.00 |
| 1 | 1.7 | #7 Support RTI Teacher in English Language Arts and other Core Subject Areas | English Learners Foster Youth Low Income | | | | \$36,230.00 | \$36,230.00 |
| 2 | 2.1 | English Language Development teacher | English Learners | \$29,880.00 | | | \$6,902.00 | \$36,782.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-------------|-------------------|-------------|---------------|-------------|
| 3 | 3.1 | #1 Positive Behavior Intervention and Support | English Learners Foster Youth Low Income | \$13,924.00 | \$1,099.00 | | \$4,965.00 | \$19,988.00 |
| 3 | 3.2 | Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor | English Learners Foster Youth Low Income | | | | \$29,000.00 | \$29,000.00 |
| 3 | 3.3 | #3 Cover part of an FTE to support struggling students with a Study Skill Instructor | English Learners Foster Youth Low Income | \$65,630.00 | | | | \$65,630.00 |
| 3 | 3.4 | #4 Provide safety procedures and protocols on campus. | English Learners Foster Youth Low Income | | | | \$1,500.00 | \$1,500.00 |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 1574607 | \$477,058 | 30.30% | 13.02% | 43.31% | \$373,844.00 | 0.00% | 23.74 % | Total: | \$373,844.00 |
| | | | | | | | | LEA-wide Total: | \$0.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$373,844.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|------------|--|--|--|---|
| 1 | 1.1 | #1 Provide PLC/PD release | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | \$5,000.00 | |
| 1 | 1.2 | #2 Provide instructional materials and supplies. | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | \$6,500.00 | |
| 1 | 1.3 | #3 FTE School Counselor | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | \$133,950.00 | |
| 1 | 1.4 | #4 Credit Recovery and "Why Try" Instructor | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | \$89,900.00 | |
| 1 | 1.5 | #5 One Hour Prep Buy Back for RTI | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High | \$21,800.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|------------|--|--|--|---|
| | | | | | | School | | |
| 1 | 1.6 | #6 Three Hour Art Instructor | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$7,260.00 | |
| 1 | 1.7 | #7 Support RTI Teacher in English Language Arts and other Core Subject Areas | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | | |
| 2 | 2.1 | English Language Development teacher | Yes | Schoolwide | English Learners | Specific Schools: Accelerated Charter High School | \$29,880.00 | |
| 2 | 2.3 | | | | | Specific Schools: Accelerated Charter High School | | |
| 3 | 3.1 | #1 Positive Behavior Intervention and Support | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | \$13,924.00 | |
| 3 | 3.2 | Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | | |
| 3 | 3.3 | #3 Cover part of an FTE to support struggling students with a Study Skill Instructor | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Accelerated Charter High School | \$65,630.00 | |
| 3 | 3.4 | #4 Provide safety procedures and protocols on campus. | Yes | Schoolwide | English Learners Foster Youth Low Income | | | |
| 3 | 3.5 | | | | | Specific Schools: Accelerated Charter High School | | |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$468,084.00 | \$512,304.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 1 | 1.1 | #1 Provide PLC/PD release | Yes | \$7,974.00 | 1595 |
| 1 | 1.2 | #2 Provide instructional materials and supplies. | Yes | \$18,070.00 | 14207 |
| 1 | 1.3 | #3 FTE School Counselor | Yes | \$133,950.00 | 137832 |
| 1 | 1.4 | #4 Credit Recovery and "Why Try" Instructor | Yes | \$89,900.00 | 152587 |
| 1 | 1.5 | #5 One Hour Prep Buy Back for RTI | Yes | \$21,800.00 | 27976 |
| 1 | 1.6 | #6 Three Hour Art Instructor | Yes | \$7,260.00 | 7554 |
| 1 | 1.7 | #7 Support Co-Teacher in English Language Arts and other Core Subject Areas | Yes | \$36,230.00 | 31437 |
| 2 | 2.1 | English Language Development teacher | Yes | \$36,782.00 | 30197 |
| 3 | 3.1 | #1 Positive Behavior Intervention and Support | Yes | \$19,988.00 | 12324 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 3 | 3.2 | Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor | Yes | \$29,000.00 | 29000 |
| 3 | 3.3 | #3 Cover part of an FTE to support struggling students with a Study Skill Instructor | Yes | \$65,630.00 | 67595 |
| 3 | 3.4 | #4 Provide safety procedures and protocols on campus. | Yes | \$1,500.00 | 0 |

2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 453292 | \$373,844.00 | \$355,992.00 | \$17,852.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | #1 Provide PLC/PD release | Yes | \$5,000.00 | 0 | 0.0% | 0.0% |
| 1 | 1.2 | #2 Provide instructional materials and supplies. | Yes | \$6,500.00 | 2242 | 0.0% | 0.0% |
| 1 | 1.3 | #3 FTE School Counselor | Yes | \$133,950.00 | 137832 | 0.0% | 0.0% |
| 1 | 1.4 | #4 Credit Recovery and "Why Try" Instructor | Yes | \$89,900.00 | 152587 | 0.0% | 0.0% |
| 1 | 1.5 | #5 One Hour Prep Buy Back for RTI | Yes | \$21,800.00 | 13988 | 0.0% | 0.0% |
| 1 | 1.6 | #6 Three Hour Art Instructor | Yes | \$7,260.00 | 7554 | 0.0% | 0.0% |
| 1 | 1.7 | #7 Support Co-Teacher in English Language Arts and other Core Subject Areas | Yes | | | | |
| 2 | 2.1 | English Language Development teacher | Yes | \$29,880.00 | 30197 | 0.0% | 0.0% |
| 3 | 3.1 | #1 Positive Behavior Intervention and Support | Yes | \$13,924.00 | 11592 | 0.0% | 0.0% |
| 3 | 3.2 | Part Time Recovery Resource Drug, Alcohol, and Coping Skills Counselor | Yes | | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--|---|--|---|---|---|
| 3 | 3.3 | #3 Cover part of an FTE to support struggling students with a Study Skill Instructor | Yes | \$65,630.00 | 0 | 0.0% | 0.0% |
| 3 | 3.4 | #4 Provide safety procedures and protocols on campus. | Yes | | | | |

2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 1495074 | 453292 | 6.51% | 36.83% | \$355,992.00 | 0.00% | 23.81% | \$194,629.32 | 13.02% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022