

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

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

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

Goal 1

All students will graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Passing rate of C or better in ELA courses based on semester grades</p> <p>19-20 83%</p> <p>Baseline 63%</p>	<p>79.3% of SVCHS students had a passing rate of C or better in ELA courses</p>
<p>Metric/Indicator Passing rate with a C or better in Mathematics courses based on semester grades</p> <p>19-20 92%</p> <p>Baseline 55%</p>	<p>74.6% of SVCHS students had a passing rate of C or better in Math courses</p>
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)</p>	<p>No CAASPP ELA given in 2019-2020</p>

Expected	Actual
<p>19-20 57%</p> <p>Baseline 29%</p>	
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 20%</p> <p>Baseline 4%</p>	<p>No CAASPP Math given in 2019-2020</p>
<p>Metric/Indicator Passing rate of C or better in Science courses based on semester grades</p> <p>19-20 90%</p> <p>Baseline 66%</p>	<p>91.1% of SVCHS students had a passing rate of C or better in Science</p>
<p>Metric/Indicator Passing rate of a C or better in Social Studies courses based on semester grades</p> <p>19-20 75%</p> <p>Baseline 70%</p>	<p>73.3% of SVCHS student had a passing rate of C or better in Social Sciences</p>
<p>Metric/Indicator Students enrolled in CTE courses</p> <p>19-20 50</p>	<p>38 students were enrolled in CTE courses</p>

Expected	Actual
<p>Baseline 20</p> <p>Metric/Indicator English EAP rates</p> <p>19-20 15%</p> <p>Baseline 4%</p>	<p>No CAASPP ELA given in 2019-2020</p>
<p>Metric/Indicator Mathematics EAP rates</p> <p>19-20 10%</p> <p>Baseline 0%</p>	<p>No CAASPP Math given in 2019-2020</p>
<p>Metric/Indicator Graduation rate</p> <p>19-20 80%</p> <p>Baseline 43%</p>	<p>SVCHS had a graduation rate of 94.4%</p>
<p>Metric/Indicator Dropout Rate</p> <p>19-20 9%</p> <p>Baseline 57%</p>	<p>SVCHS had a dropout rate of 2.8%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	1000-1999: Certificated Personnel Salaries Concentration \$6,750	1000-1999: Certificated Personnel Salaries Concentration \$467.89
#2 Provide English Language Arts, mathematics, and science support courses provided by staff members during the school day, Reconnecting Youth, and Math 180 to support English learners and special education students.	1000-1999: Certificated Personnel Salaries Concentration \$3,290	1000-1999: Certificated Personnel Salaries Concentration \$670.85
#3 Provide credit recovery courses for students at-risk of not graduating through Edgenuity and Plato.	1000-1999: Certificated Personnel Salaries Concentration \$50,200 41000 Core Curricular Materials Concentration \$25,000	1000-1999: Certificated Personnel Salaries Concentration \$44,433.68 41000 Core Curricular Materials Concentration \$25,000
#4 Provide supplies for CTE culinary foods course	4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$650	4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$650

Goal Analysis

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

Due to COVID-19 and schools closing on 3/13/2020 funds allocated for professional development, support and credit recovery courses were not expended.

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

Edgenuity, an online educational platform continued to support Sierra Vista students in credit recovery was a success. Students were able to make up credits needed for graduation through this online program. COVID-19 posed many challenges including professional development opportunities normally offered in the spring were not attended.

Goal 2

All English Learners will improve their English Language Acquisition and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of students scoring proficient or above on the ELPAC</p> <p>19-20 56%</p> <p>Baseline 47%</p>	<p>ELPAC not given in 2019-2020. Scheduled to start testing when schools closed on 3/13/2020 due to COVID-19</p>
<p>Metric/Indicator Reclassification Rate</p> <p>19-20 52%</p> <p>Baseline 46%</p>	<p>18.2% of SVCHS English Learners were reclassified as English proficient</p>
<p>Metric/Indicator Passing rate of C or better for English Learners in Mathematics courses based on semester grades</p> <p>19-20 82%</p>	<p>33.3% of SVCHS English Learners had a passing rate of C or better in Mathematics courses based on semester grades</p>

Expected	Actual
<p>Baseline 23%</p>	
<p>Metric/Indicator Passing rate of C or better for English Learners in Social Studies courses based on semester grades</p> <p>19-20 92%</p> <p>Baseline 71%</p>	<p>77.8% of SVCHS English Learners had a passing rate of C or better in Social Studies courses based on semester grades</p>
<p>Metric/Indicator Passing rate of C or better for English Learners in Science courses based on semester grades</p> <p>19-20 100%</p> <p>Baseline 45%</p>	<p>75% of SVCHS English Learners had a passing rate of C or better in Science courses based on semester grades</p>
<p>Metric/Indicator Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 8%</p> <p>Baseline 0% (2015-16 Data)</p>	<p>No CAASPP given in 2019-2020</p>
<p>Metric/Indicator Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 6%</p> <p>Baseline</p>	<p>No CAASPP given in 2019-2020</p>

Expected	Actual
0% 2015-16 Data)	
<p>Metric/Indicator Graduation rate for English Learners</p> <p>19-20 70%</p> <p>Baseline 50%</p>	SVCHS did not have a graduation rate for English Learners
<p>Metric/Indicator Dropout rate for English Learners</p> <p>19-20 30%</p> <p>Baseline 50%</p>	SVCHS did not have a dropout rate for English Learners
<p>Metric/Indicator Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science</p> <p>19-20 Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science</p> <p>Baseline Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science</p>	Matintain implementation of English Language Development Standards in English, Mathematics, Science, and History

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Provide ELD support in the student's schedule.	1000-1999: Certificated Personnel Salaries Concentration \$20,100	1000-1999: Certificated Personnel Salaries Concentration \$8,693.57
#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	1000-1999: Certificated Personnel Salaries Concentration \$3,900	1000-1999: Certificated Personnel Salaries Concentration \$0
#3 Provide tutoring and supplies for English Learners	1000-1999: Certificated Personnel Salaries Title III \$2,750 3000-3999: Employee Benefits Title III \$610 4000-4999: Books And Supplies Title III \$336 5000-5999: Services And Other Operating Expenditures Title III \$1,982	1000-1999: Certificated Personnel Salaries Title III \$0 3000-3999: Employee Benefits Title III \$0 4000-4999: Books And Supplies Title III \$0 5000-5999: Services And Other Operating Expenditures Title III \$0

Goal Analysis

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

Due to COVID-19 and school closure on 3/13/2020 all funds allocated for English Learners were not expended.

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

Sierra Vista's ELD teacher met with EL students weekly. She also monitored grades and provided supplemental support during the course of the year. School abruptly ended on 3/13/2020 due to COVID-19. Sierra Vista's ELD teacher was not able to support English Learners in person.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Pupil-to-counselor ratio</p> <p>19-20 120:1</p> <p>Baseline 138:1</p>	<p>SVCHS has a 90:1 pupil-to-counselor ratio</p>
<p>Metric/Indicator Number registrations on the districts Parent Link app</p> <p>19-20 220</p> <p>Baseline 32</p>	<p>SVCHS has 396 registered on the districts AERIES Communication</p>
<p>Metric/Indicator Attendance Rate</p> <p>19-20 90%</p> <p>Baseline 81.4%</p>	<p>SVCHS had an attendance rate of 87.4%</p>

Expected	Actual
Metric/Indicator Suspension Rate 19-20 1% Baseline .3%	SVCHS had a suspension rate of .8%
Metric/Indicator Expulsion Rate 19-20 0% Baseline .007%	SVCHS had an expulsion rate of 0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Continue to provide Aeries Communication to communicate information with parents. Provide training to staff on use of Aeries Communication.	1000-1999: Certificated Personnel Salaries Concentration \$580	1000-1999: Certificated Personnel Salaries Concentration \$0
#2 Continue the 1 FTE Counselor position at SVCHS	1000-1999: Certificated Personnel Salaries Concentration \$157,630	1000-1999: Certificated Personnel Salaries Concentration \$157,613.04
#3 Continue with Positive Behavioral Intervention and Support Student incentives.	4000-4999: Books And Supplies Concentration \$1,500	4000-4999: Books And Supplies Concentration \$2,247.99
#4 Provide 1/2 FTE Community Liaison position at SVCHS	2000-2999: Classified Personnel Salaries Title I \$35,585 4000-4999: Books And Supplies Title I \$3,243 5000-5999: Services And Other Operating Expenditures Title I \$0	2000-2999: Classified Personnel Salaries Title I \$35,269.76 4000-4999: Books And Supplies Title I \$98.89 5000-5999: Services And Other Operating Expenditures Title I \$178.64

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#5 Provide first aid supplies for students and nurse's office	4000-4999: Books And Supplies Medical \$550.20	4000-4999: Books And Supplies Medical \$550.20
#6 Provide supplies for counseling office	4000-4999: Books And Supplies MAA \$492.80	4000-4999: Books And Supplies MAA \$198.95

Goal Analysis

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

Funds for counseling were not used due to COVID-19 and schools being closed on 3/13/2020. The remaining funds allocated for counseling and Aeries Communication helped supplement Sierra Vista's PBIS student incentive program.

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

PBIS continued to provide incentives to students for educational success. The counseling department received educational supplies, the nurse purchased necessary equipment for first aid supplies and our counselor continued to provide valuable counseling services to all Sierra Vista students and staff. The community liaison completed home visits for students who failed to attend school regularly.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not applicable			

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

Due to COVID-19 there were no direct instruction classes offered at Sierra Vista in 2020-2021.

Analysis of In-Person Instructional Offerings

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

Sierra Vista functioned as the District's Distance Learning Schools. Small cohorts were offered to support Special Education, English Learners and at-risk students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase instructional supplies, resources and software to support student learning	\$6456	\$6456	Yes

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

There were no substantive differences between the planned and budgetd expenditures for the distance learning program during the 2019-2020 school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Sierra Vista has created a schedule for students and staff similar to their regular schedule. Students are enrolled in Edgenuity courses and supported through regularly schedule time with their teacher of record. These weekly support sessions were held via Zoom. Our district has a variety of technology tools that can be used to check for understanding and differentiate instruction based on students' needs. Since the onset of the Common Core standards, our departments and subject matter teams have worked together in their Professional Learning Communities (PLCs) to identify their standards and create curricular maps. Our teachers adjusted the curricular maps to align with the instructional time available through Distance Learning. Teachers had time built into the schedule to work in their PLCs to adjust pacing, grading scales and modify assignments. Our district also trained our teachers on the use of instructional technology programs. Students with room in their schedule are also encouraged to take dual enrollment college courses through our local community colleges. Sierra Vista saw attendance drop 10% points during the first semester. Students passing with a "C" or better in core curricular courses dropped in ELA, mathematics, social students and science. Sierra Vista saw a significant increase in the number of students taking CTE courses. Sierra Vista was also able to provide Sprint and non Sprint hotspots to students who were struggling with access to Wi-Fi.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

There were no substantive differences between planned actions and/or budgeted expenditures.

Analysis of Pupil Learning Loss

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

SV used a variety of data including formative and summative assessments, grades, attendance and survey results to identify students who need additional support, particularly in the area of English Language Arts and Mathematics. Students who earned an incomplete during the spring semester of 2019-2020 had the opportunity for additional instruction in the specific course to improve their grade to passing. Intervention opportunities were also provided to students through a Saturday Winter Session. Additionally, intervention courses were offered during the school day to support students with learning gaps in English and mathematics. Students who struggle in English and mathematics may be placed in the following support classes offered during the school day as part of the regular schedule:

- English Language Development support classes for students classified as English Learners
- Mathematics Intervention for students who need additional support with math
- English Intervention for students who need additional support with literacy

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Prior to COVID-19 and Distance Learning, one of our main goals as a District was to create a climate where all students are part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community. This has included investing in psychologists to assist students with socioemotional needs. All of our certificated staff members participated in the "Living Works: Mental Health Awareness & Suicide Training" to be able to recognize warning signs and support our students with their mental health and social and emotional well being. The District has also purchased Panorama, a program which allows us to survey our students and identify specific students who need additional support in this area. Teachers, counselors and administrators followed up with students regularly. Teachers contacted students who are absent from their class, and our counselor are focused on the mental health of their students by checking in with the students on their caseload monthly. Administrators are called students and also conducted home visits.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

TJUHSD developed an Attendance/Re-engagement Process to engage students who are absent from the distance learning. The plan included teachers calling students daily who are absent from the Zoom session and informing the students/parents/guardians what they needed to complete to make-up the missed instruction. Teachers also documented the call on our Aeries Pre-Referral System. Three pre-referrals resulted in a referral to the Assistant Principal/Dean of Students, who was then responsible for also calling the student/parent. Through these calls, our site team learned about the needs of our students and how we can best support them through Distance Learning. If the administrator was not able to get a hold of the student and/or parent, the next step consisted of a home visit. We also have multiple staff members who were able to support teachers and administrators who do not speak Spanish and are unable to communicate with the parents. Based on information collected during the calls and home visits, we are also updating contact information in Aeries, in order to have the most up to date contact information for our students. Our sites also sent summer and fall newsletters to parents in English and Spanish. Aeries Communication was also used to communicate with parents regularly. Our website also contains pertinent information and the District Facebook is used to disseminate information.

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Not applicable

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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

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

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

None

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

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

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

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	315,149.00	276,073.46
Carl D. Perkins Career and Technical Education	650.00	650.00
Concentration	268,950.00	239,127.02
MAA	492.80	198.95
Medical	550.20	550.20
Title I	38,828.00	35,547.29
Title III	5,678.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	315,149.00	276,073.46
1000-1999: Certificated Personnel Salaries	245,200.00	211,879.03
2000-2999: Classified Personnel Salaries	35,585.00	35,269.76
3000-3999: Employee Benefits	610.00	0.00
4000-4999: Books And Supplies	6,772.00	3,746.03
41000 Core Curricular Materials	25,000.00	25,000.00
5000-5999: Services And Other Operating Expenditures	1,982.00	178.64

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	315,149.00	276,073.46
1000-1999: Certificated Personnel Salaries	Concentration	242,450.00	211,879.03
1000-1999: Certificated Personnel Salaries	Title III	2,750.00	0.00
2000-2999: Classified Personnel Salaries	Title I	35,585.00	35,269.76
3000-3999: Employee Benefits	Title III	610.00	0.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	650.00	650.00
4000-4999: Books And Supplies	Concentration	1,500.00	2,247.99
4000-4999: Books And Supplies	MAA	492.80	198.95
4000-4999: Books And Supplies	Medical	550.20	550.20
4000-4999: Books And Supplies	Title I	3,243.00	98.89
4000-4999: Books And Supplies	Title III	336.00	0.00
41000 Core Curricular Materials	Concentration	25,000.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	178.64
5000-5999: Services And Other Operating Expenditures	Title III	1,982.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	85,890.00	71,222.42
Goal 2	29,678.00	8,693.57
Goal 3	199,581.00	196,157.47

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$6,456.00	\$6,456.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$6,456.00	\$6,456.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$6,456.00	\$6,456.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$6,456.00	\$6,456.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare Joint Union High	Dereck Domingues Principal	dereck.domingues@tulare.k12.ca.u (559) 6882021

Plan Summary [2021-22]

General Information

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

A dependent charter of the Tulare Joint Union High School District, Sierra Vista Charter High School (SVCHS) was originally Sierra Vista High School, and was developed in 1984 as an alternative for students who would otherwise be unable to attend school within a traditional setting. In 2014, the school converted to a charter high school. Our program is open to all students and offers both, a traditional independent study method of instruction, as well as online instruction options. An internal review of the independent study program and the need to provide additional options to enhance student opportunities and performance within the independent study program were the impetus for the development of a charter high school. The vision and purpose of Sierra Vista Charter High School is to provide a quality developmental program addressing the academic, career, and personal/social development of all students. Our program is a vital part of the mission of the Tulare Joint Union High School District which supports, facilitates, and maximizes personal and academic achievement for all students. SVCHS proactively assists students to acquire life-long learning skills, foster interpersonal communication skills, develop college and career readiness skills, and to be contributing members of society. SVCHS is part of the Tulare Joint Union High School District and 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. The district currently serves approximately 5,700 students. Sierra Vista Charter High School staff are committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. Sierra Vista Charter High School is comprised of a diverse population of students in grades 9-12, and is comprised of 91% socio-economically disadvantaged, 18% students with disabilities and 18% English language learners (Source: 2017-18 CalPADS). Sierra Vista Charter High School is using the LCAP process to identify areas of needed improvement. The LCAP 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.

SVCHS is seeing growth and improvement in graduation (94.4%) and attendance (87.4%) rates. Students passing with a C or better in English 79.3%, Math at 74.6%, Science at 91.1%, and Social Science improved to 73.3%. Suspension rates are minimal, one suspension in 2019-2020.

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 pilot Dashboard data and local performance indicators, our graduation rate is one percentage point below the district average. We will continue to support this area by providing a full time counselor who will develop individual academic plans for each of our students. Those students falling behind on credits will be offered online courses for credit recovery through Edgenuity. Also, based on the data, our greatest area of need is improving CAASPP-Math test results. Currently none of our students have met or exceeded the standards in the 2018-2019 school year. We will offer Algebra 1, Geometry, and Algebra 2 to better prepare our students for CAASPP. Teachers will be given opportunities for professional development and students will continue to receive extra academic support throughout the school year.

LCAP Highlights

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

In this year's LCAP, we continued 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 changed our metrics in order to better identify our district's strengths and needs. One change we made was monitoring the percentage of students who are CTE Completers and who meet the College and Career Indicator. At SVCHS, our part-time ELD teacher will continue to provide support to our EL and redesignated students. To support a positive learning environment SVCHS continued to implement and improve the PBIS program.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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 – 10/6/2020, 1/12/2021, 3/23/2021, 5/25/2021

CSEA – (A CSEA member is also a representative to our BAC meetings)

CTA – (A CTA member is also a representative to our BAC meetings)

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

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

Sierra Vista Charter High School

School Site Council – February 23, 2021

Site Advisory – March 15, 2021

A summary of the feedback provided by specific stakeholder groups.

The stakeholders involved in the formalization of this year's LCAP included SVCHS staff, School Site Council, and Budget Advisory Committee. Areas to focus for the following year continue to be safety, PBIS, and student support.

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

SVCHS staff feel PBIS does a great job of supporting students but additional funding can better support college visitations and positive reinforcement through student incentive gift cards. Staff believe student recognition reinforces a positive learning environment and gives students a feeling of love and support. Teachers want students to have a connection to the school through academics, extracurricular activities, and social interaction. Safety is always a priority. The staff and committees feel SVCHS always does a great job with video and physical monitoring of the school. Full time security guards are provided throughout the school day. Friday RTI is a positive academic support intervention program that allows teachers to assign students mandatory instructional time if they have not completed work during the week, need additional academic support, or to retake tests.

Goals and Actions

Goal

Goal #	Description
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 or a career (All students will be college and career ready).

An explanation of why the LEA has developed this goal.

This goal was originally developed during our first LCAP based on input from our stakeholders. Even though our metrics show that we have made progress in achieving this goal, it is important for our District to continue to focus on ALL students having the opportunity to both attend college or transition into a career. Successful completion of core classes with a C or better, CAASPP performance, AP Test passage rates and CTE completer status will allow us to monitor our progress towards achieving this goal.

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	77%				85%
Passing rate with a C or better in Mathematics courses based on semester grades	74%				80%
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	49% (2018-2019 Data)				60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0% (2018-2019 Data)				20%
Passing rate of C or better in Science courses based on semester grades	77%				85%
Passing rate of a C or better in Social Studies courses based on semester grades	73%				80%
Percentage of students who are CTE completers	22%				35%
English EAP rates	8% (2018-2019 Data)				15%
Mathematics EAP rates	0% (2018-2019 Data)				15%
Graduation rate	94%				98%
Dropout Rate	3%				2%
Percentage of students identified as Prepared by the College and Career Indicator	12% (2017-2018 Data)				22%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Edgenuity courses	#1 Continue to provide online instructional platform through Edgenuity.	\$25,500.00	Yes
2	Career Technical Education Courses	#2 Continue to offer career-technical education pathways in art concepts and culinary foods and support all students including English Learners, foster-youth, and students with disabilities.	\$2,987.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

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

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 and performance on the ELPAC and CAASPP.

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	51%				60%
Reclassification Rate	18%				25%
Passing rate of C or better for English Learners in Mathematics courses based on semester grades	59%				65%
Passing rate of C or better for English Learners in Social Studies courses based on semester grades	65%				75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passing rate of C or better for English Learners in Science courses based on semester grades	70%				75%
Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	9% (2016-2017 Data)				15%
Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	0% (2016-2017 Data)				15%
Graduation rate for English Learners	67% (2017-2018 Data)				80%
Dropout rate for English Learners	0% (2017-2018 Data)				0%
Maintain implementation of English Language Development Standards in English, Mathematics and	Maintain implementation of English Language Development Standards in English, Mathematics and				Maintain implementation of English Language Development Standards in English, Mathematics and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
History and implement in Science	History and implement in Science				History and implement in Science.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELD Tutorial Support	#1 Continue to provide ELD tutorial support for Math, English, and Science	\$21,059.00	Yes
2	ELD Materials and Supplies	#2 Continue to provide materials and supplies for ELD support	\$336.00	Yes
3	ELD Professional Development	#3 Continue to provide funding for ELD professional development and services targeted at supporting English Learners in their acquisition of the English language.	\$1,973.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

Goal #	Description
3	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

An explanation of why the LEA has developed this goal.

Parent, student, and staff surveys indicate a need for a learning environment where students feel welcome and safe. All campuses are monitored using video surveillance, security guards, and a supervision team consisting of certificated staff, administrators, and counselors. Communication to students, parents, and guardians is a key ingredient for transparency. AERIES Communication allows administrators, counselors, and teachers to send out information through mass communications, direct messages, vocicemail, text messages, or email specific to their site or individual students. The Positive Behavior Intervention and Supports program is an evidence-based three-tiered framework for improving and supporting all students to create the kind of school where all students are successful. Counselors are beneficial in supporting students academically, socially, and emotionally. They also provide encouragement so students feel valued and engaged as part of the schoolwide program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil-to-counselor ratio	400:1				300:1
Number of registrations on the districts ParentSquare app	396				396
Attendance Rate	87%				90%
Suspension Rate	.8%				.3%
Expulsion Rate	0%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselor one (1) FTE	#1 Continue to provide one (1) FTE counseling position at SVCHS.	\$160,540.00	Yes
2	PBIS Student Incentives	#2 Continue with Positive Behavioral Intervention and Support (PBIS) student incentives and provide a PBIS coach to plan and facilitate team meetings.	\$5,265.00	Yes
3	Computer Lab Aides	#3 Continue to provide Edgenuity support and student testing through the use of computer lab aides.	\$35,000.00	Yes
4	Student Materials and Supplies	#4 Continue to provide materials and supplies to all students	\$5,800.00	Yes
5	McKinney Vento	#5 Continue to support homeless youth	\$500.00	Yes
6	Parent and Family Engagement	#6 Continue to provide parent and family engagement through programs and activities	\$3,200.00	Yes
7	Security Cameras	#7 Continue to provide security cameras for video surveillance and student safety.	\$1,500.00	No
8	Counseling Department/Nurses Office	#8 Continue to support the counseling department student programs and provide first aid supplies for the nurses office.	\$4,060.00	

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.05%	\$207,136.00

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

Required Descriptions

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

TJUHSD demographics indicate that 75% of our students qualify for Free & Reduced meals, 11% are English Learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined that all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of our targeted students. The district's unduplicated eligible students comprise 73% of our student population. In preparation for the 2021-2022 LCAP, we used our Budget Advisory, cabinet and other stakeholder meetings to analyze a variety of quantitative and qualitative data and determine the needs of our Low Income (LI), English Language Learners (ELL), and Foster Youth (FY). The academic progress of these student groups, as evidenced by their performance in class and on state assessments, validates the need for ongoing academic support, as well as professional development and time for our teachers to plan for the learning needs of our unduplicated students. During the past three years, our CAASPP results in English show an increase of 21% to 49% and 0 to 14% in Mathematics.

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

Sierra Vista Charter High School will increase or improve services by utilizing the district Child Welfare and Attendance Officer, core support, and counseling services to help English Learners, foster youth, and low-income students. Additionally, the services listed below are principally directed at our unduplicated pupils.

- ELD coaches
- Staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics, and Science are both services provided specifically for English Learners

- Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and before and after school (LEA-wide).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$207,136.00	\$4,060.00		\$56,524.00	\$267,720.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$246,564.00	\$21,156.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Edgenuity courses	\$25,500.00				\$25,500.00
1	2	English Learners Foster Youth Low Income	Career Technical Education Courses	\$2,387.00			\$600.00	\$2,987.00
2	1	English Learners	ELD Tutorial Support	\$14,709.00			\$6,350.00	\$21,059.00
2	2	English Learners	ELD Materials and Supplies				\$336.00	\$336.00
2	3	English Learners	ELD Professional Development				\$1,973.00	\$1,973.00
3	1	English Learners Foster Youth Low Income	Counselor one (1) FTE	\$160,540.00				\$160,540.00
3	2	English Learners Foster Youth Low Income	PBIS Student Incentives	\$4,000.00			\$1,265.00	\$5,265.00
3	3	English Learners Foster Youth Low Income	Computer Lab Aides				\$35,000.00	\$35,000.00
3	4	English Learners Foster Youth Low Income	Student Materials and Supplies				\$5,800.00	\$5,800.00
3	5	English Learners Foster Youth Low Income	McKinney Vento				\$500.00	\$500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Parent and Family Engagement				\$3,200.00	\$3,200.00
3	7	All	Security Cameras				\$1,500.00	\$1,500.00
3	8		Counseling Department/Nurses Office		\$4,060.00			\$4,060.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$207,136.00	\$262,160.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$207,136.00	\$262,160.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Edgenuity courses	Schoolwide	English Learners Foster Youth Low Income		\$25,500.00	\$25,500.00
1	2	Career Technical Education Courses	Schoolwide	English Learners Foster Youth Low Income		\$2,387.00	\$2,987.00
2	1	ELD Tutorial Support	Schoolwide	English Learners		\$14,709.00	\$21,059.00
2	2	ELD Materials and Supplies	Schoolwide	English Learners			\$336.00
2	3	ELD Professional Development	Schoolwide	English Learners			\$1,973.00
3	1	Counselor one (1) FTE	Schoolwide	English Learners Foster Youth Low Income		\$160,540.00	\$160,540.00
3	2	PBIS Student Incentives	Schoolwide	English Learners Foster Youth Low Income		\$4,000.00	\$5,265.00
3	3	Computer Lab Aides	Schoolwide	English Learners Foster Youth Low Income			\$35,000.00
3	4	Student Materials and Supplies	Schoolwide	English Learners Foster Youth			\$5,800.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	5	McKinney Vento	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sierra Vista Charter High School		\$500.00
3	6	Parent and Family Engagement	Schoolwide	English Learners Foster Youth Low Income			\$3,200.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Tulare Joint Union High
CDS Code:	54-72249-5430186
LEA Contact Information:	Name: Dereck Domingues Position: Principal Email: dereck.domingues@tulare.k12.ca.us Phone: (559) 6882021
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,002,256
LCFF Supplemental & Concentration Grants	\$207,136
All Other State Funds	\$0
All Local Funds	\$0
All federal funds	\$129,955
Total Projected Revenue	\$1,132,211

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,132,211
Total Budgeted Expenditures in the LCAP	\$262,160
Total Budgeted Expenditures for High Needs Students in the LCAP	\$262,160
Expenditures not in the LCAP	\$870,051

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$6,456
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$6,456

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$55,024
2020-21 Difference in Budgeted and Actual Expenditures	\$0

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

LCFF Budget Overview for Parents

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

CDS Code: 54-72249-5430186

School Year: 2021-22

LEA contact information:

Dereck Domingues

Principal

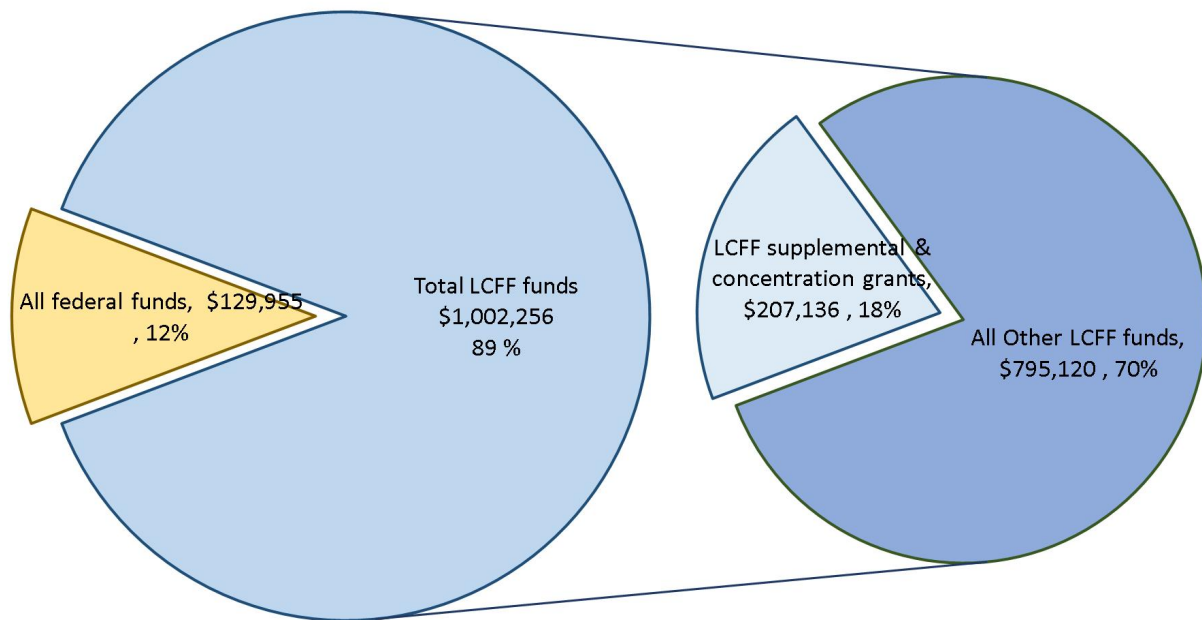
dereck.domingues@tulare.k12.ca.us

(559) 6882021

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



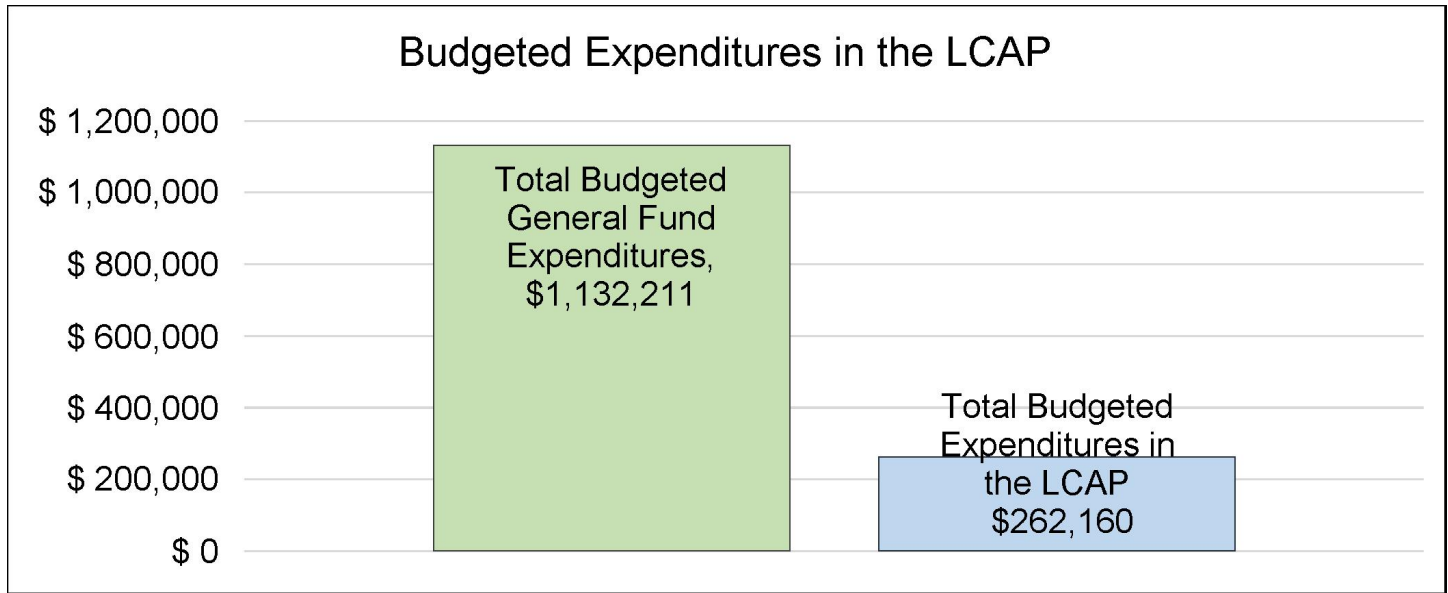
This chart shows the total general purpose revenue Tulare Joint Union High expects to receive in the coming year from all sources.

The total revenue projected for Tulare Joint Union High is \$1,132,211, of which \$1,002,256 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$129,955 is federal funds.

Of the \$1,002,256 in LCFF Funds, \$207,136 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tulare Joint Union High plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tulare Joint Union High plans to spend \$1,132,211 for the 2021-22 school year. Of that amount, \$262,160 is tied to actions/services in the LCAP and \$870,051 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

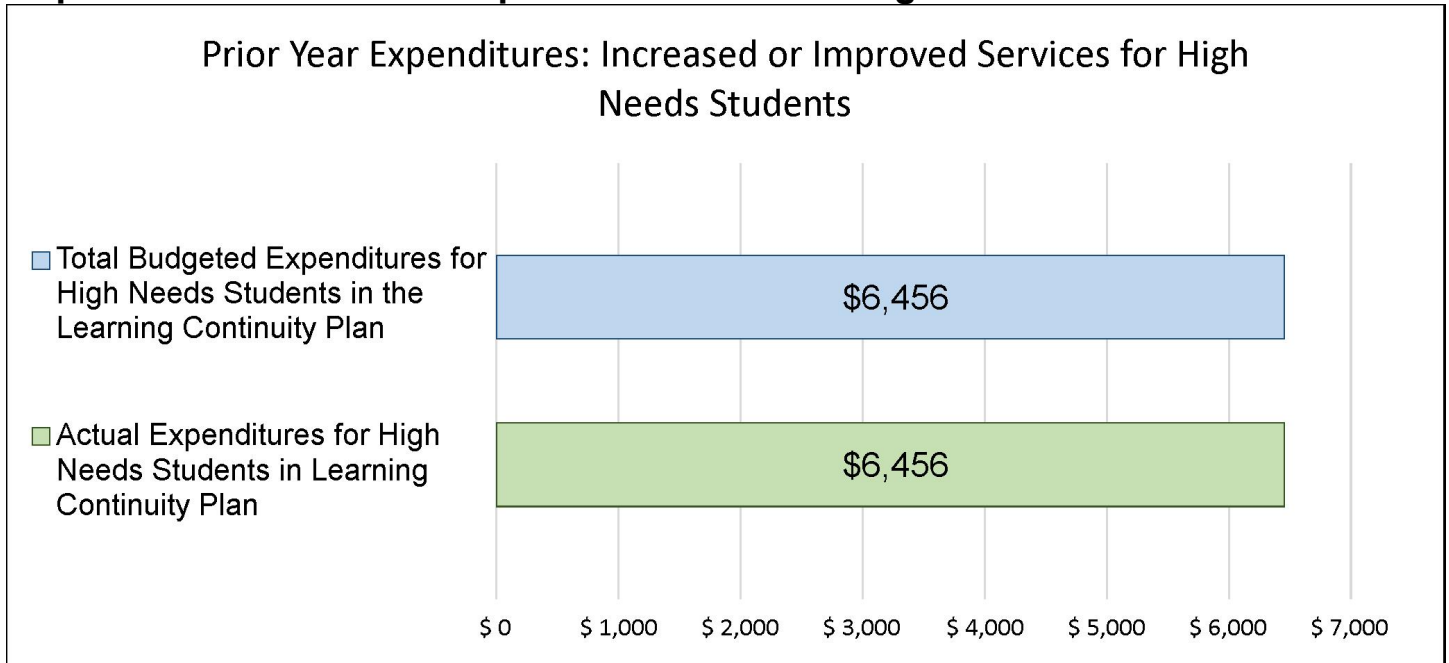
General fund expenditures not included in the LCAP are in the areas of instruction, instructional support, operations and site administration. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs, and equipment. As a dependent charter, expenses beyond those listed here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

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

In 2021-22, Tulare Joint Union High is projecting it will receive \$207,136 based on the enrollment of foster youth, English learner, and low-income students. Tulare Joint Union High must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare Joint Union High plans to spend \$262,160 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Tulare Joint Union High budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Tulare Joint Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Tulare Joint Union High's Learning Continuity Plan budgeted \$6,456 for planned actions to increase or improve services for high needs students. Tulare Joint Union High actually spent \$6,456 for actions to increase or improve services for high needs students in 2020-21.