

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy	Timothy Smith, Executive Director, President	tsmith@taylion.com

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Taylion High Desert Academy (THDA) is a small nonclassroom-based charter school with a total of eight certificated and four classified staff. THDA teachers and staff communicate with students daily either online or one-on-one in person on virtually at least two times per week at assigned periods and locations. Taylion Academy was established in response to the growing demand for students needing a more flexible setting allowing teachers to connect with students in an individualized setting. Students are able to either catch up on credits or accelerate their learning. Taylion Academy is able to assist the whole child to accomplish both academic and personal goals.

THDA is a Dashboard Alternative School Status (DASS) school working with students who are considered high risk, with many students being credit deficient. THDA has a high percentage (96%) of students who are considered socioeconomically disadvantaged. THDA is a WASC accredited school with approval up to 2025.

THDA was first established in fall 2013 to provide all students with a safe and nurturing educational environment providing a smaller school setting allowing for individualized teaching. THDA provides students with numerous resources to address academic as well as social and emotional development. In 2013, Adelanto Elementary School District granted THDA a 3 year charter term. THDA received a 2 year extension of the charter in 2015 and was granted a 5 year charter renewal term in 2017.

THDA is a nonclassroom-based charter school serving students in grades K-12. THDA's role is to provide students in the high desert community with an educational choice that provides an alternative high quality educational environment with educational programs and platforms that will prepare them

for both college and career opportunities. THDA offers students with an option of the following educational platforms and formats:

- 1) Virtual Online Learning for grades K-12
- 2) Homeschool for grades K-12
- 3) Independent Study (IS) for grades 7-12

THDA LEARNING CENTERS:

THDA was established in fall 2013 and is currently in its sixth year of operation. In fall of 2019, THDA will have three locations in the High Desert:

- Adelanto Location: Opened Fall 2013 (11336 Bartlett Ave #9)
- Victorville Location: Opened January 2014 (14196 Amargosa Road)
- New Location: Opening Fall of 2019 (14181 US Highway 395 building B Unit #2)

MISSION

Taylison Academy's mission is to bridge the academic achievement gap through a personalized learning model that prepares students to be College and Career Ready (CCR).

VISION

To be the preferred choice in personalized education for grades K-12.

INSTRUCTIONAL PROGRAMS

THDA offers students with an option to the following educational platforms:

1) Virtual/Online Learning: K-12, (2) Homeschool: K-12, (3) Independent Study (IS) 7-12. For our independent studies program we offer online and offline courses which meet the A- G requirements. Online students will have access to online portals such as FuelEd, PEAK, and Google Classroom to engage with course content and assessments. Our Home School program involves our specialized educators collaborating with our parents to deliver a home school instruction model with high levels of parent support:

THDA Demographics:

- 3.1% American Indian or Alaska Native
- 0.2% Asian Indian
- 14.2% Black/African American
- 0.5% Chinese
- 0.3% Filipino
- 50.8% Hispanic or Latino 2.8% Mexican American
- 0.2% Other Asian

0.5% Other Pacific Island
0.2% Samoan
0.2% Vietnamese
2.3% Unspecified
24.9% White

Hispanic 71.1%
Not Hispanic 28.9%

Female 52.9%
Male 47.1%

Grade Level

KN - 13
1st - 9
2nd - 6
3rd - 4
4th - 8
5th - 13
6th - 17
7th - 32
8th - 40
9th - 111
10th - 101
11th - 116
12th - 180
Total 650

SES 77.8%
Special Education 8.8%

LCAP Highlights

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

In 2019-20, THDA will continue to focus on the following three goals that are aligned with the school's mission and schoolwide learner outcomes:

1. Implement a professional development plan to support staff and student needs in the areas of common core state standards, writing, instructional supports and student interventions.
2. Use data to improve student academic achievement.
3. Improve student outcomes by collaborating with stakeholders.

THDA has accomplished the following in meeting the school's professional development goals. The school has acquired several grants to assist with the professional development plan. THDA will be sending teachers and administrators to Writing/ELA training, SDAIE, PBIS, Common Core ELA, Math, and NGSS. In addition, staff members will be receiving social emotional learning (SEL) training, along with other onsite and offsite development. Each of these professional development initiatives will be implemented throughout the year to address the academic and social emotional deficits of the students of THDA. THDA will continue to analyze the data created on the Taylion Staff Intranet and will continue to collaborate with the Taylion Advisory Committee and Student Council.

THDA's mission emphasizes a commitment to close the achievement gap, create a personalized learning plan, and prepare students to be college and career ready. In 2019-20 the instructional model and workshops will also be improved to increase ELA and math supports. Teacher and student one to one meetings will also increase in time and instructional structure to provide writing and SEL interventions. THDA's personalized learning model will also improve through the online Dream Catcher program. THDA senior students will continue to partake in the Victor Valley K-16 Bridge program.

Lastly, THDA's schoolwide learner outcomes and slogan, at Taylion we C.A.R.E (Critical Thinkers, Academic Achievers, Responsible Citizens, and Effective Communicators), will continue to be branded and intertwined in the fabric of the organization. Specifically, THDA's Responsible Citizens and Effective Communicators outcome will be executed through our student council activities and student led Career Café Podcast. Furthermore, THDA will establish partnerships with Goodwill, Victor Valley College, high desert workforce development partners, and the high desert chambers of commerce. These connections will allow THDA students to be Responsible Citizens and Effective Communicators.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

As a D.A.S.S (Dashboard Alternative School Status) school, THDA is committed to closing the achievement gap and improving the lives of our At-Promise students. As mentioned above THDA has made great strides in integrating our SLO's into our school culture, curriculum, and partnerships. Here are some of the additional progress THDA has made:

- Increased community engagement and stakeholder involvement per our parent survey. Students and staff participate in community clean-up, serving holiday dinners, Clothing Drive, and Food Drives.
- Our Senior Outreach Coordinator was recognized for the San Bernardino County Office Of Education for Community and Connecting students to Volunteerism.
- Student Council increased its presence by creating a stronger school culture with Game Nights, Bingo Nights, Movie Nights, Community Clean-ups, College Workshops, etc.
- Career Café Podcast with guest.
- Established an MOU with Victor Valley College K-16 Bridge Program. Last year, 100% of seniors signed up for Victor Valley College.
- Established an MOU with Goodwill workforce programs.
- Improved communication with parents with our new addition of Parent Square. We already create monthly newsletters and website updates.
- Our Smarter Balance ELA and Math scores out-performed like DASS schools.
- Aligned traditional curriculum and created a digital curriculum.
- More A-G courses offered through FuelEd and APEX online programs.
- Math Workshops along with online workshops aligned to the curriculum.
- We created a Data Team to collaborate, coordinate, and aggregate data.
- The Data Team established a practical database platform on our Staff Intranet to be able to access quickly and use data to improve student achievement.
- Our EL Reclassification was at 26% which was higher than the state, county, and district (roughly at 15%- 16%).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

According to the Dashboard indicators THDA's greatest needs continue to be Graduation Rates and College and Career data that are in the red.

THDA will address the graduation rates through several steps:

-As a DASS school we need to clearly identify student progress by credit level which would give a more accurate indication of current student level rather than academic grade level based on a cohort of peers.

-Each student will be receive a Personalized Education Plan that identifies their academic deficits, strengths, purpose, and graduation/career plan.

-THDA will create a Senior Plan for all seniors at the beginning of the school and monitor them closely with one designated teacher, counselor, and principal. Based on this plan and student progress, adjustment and interventions will be made accordingly. For example, Summer Session support courses will be offered before and after senior year.

THDA will address the College and Career Indicator through the following:

-Partner with Victor Valley Community College allowing students to participate in dual enrollment and certificated courses.

-Create career pathways through the Personalized Learning Plan

-Implement Dream Catcher curriculum which will lead to career exploration.

-Provide certifications for Career Readiness and Food Handler's certificates.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

According to the Smarter Balanced Assessment Consortium (SBAC) THDA's ELA and Math scores are still at an Orange. As a staff, THDA is committed to meeting student needs and have collaborated with our stakeholders to address these gaps. Here are the outcomes from their feedback:

-Adopt a new assessment tool that replaces NWEA/MAPs that provides a user friendly approach to read the data and make use of the data. **As part of this plan, THDA will pilot the Renaissance Learning STAR 360 suite of assessments for 2019-20.**

Diagnostic Assessments

THDA did not receive enough reliable assessment data from the NWEA Measures of Academic Progress (MAP) benchmark assessments in ELA & Math for new and incoming students.

While the NWEA MAP assessment is an effective tool for a traditional brick and mortar classroom-based school, the assessment did not give enough reliable data for THDA's format and student population.

In 2019-20 THDA will implement STAR 360 from Renaissance Learning. This assessment resource measures student progress in both Student Growth Percentile (SGP) and Percentile Rank. While the STAR 360 is norm referenced, the assessment is also a useful tool for progress monitoring and can be quickly administered on an individualized basis providing instant real-time feedback.

- Create workshops throughout the year for students to prepare for the SBAC ELA and Math assessments.
- Maximize our one to one appointments with structured ELA and Math supports.
- Provide Math and ELA workshops throughout the year and increase student one to one time and tutoring sessions.
- Create online tools and videos for Math support.
- Professional Development opportunities for Staff in ELA, Math, SDAIE, PBIS, SEL, and Writing.
- Strategic Grade Level initiatives
- Update Math and ELA curriculum with district

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.

Taylion High Desert Academy

Support for Identified Schools

Describe how the LEA supported 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.

THDA received feedback and collaborated with stakeholders through staff meetings, school climate surveys, leadership team analysis, and the Taylion Advisory Committee (TAC). Through quantitative and qualitative data strategies we were able to identify the needs and supports required. THDA's Intranet database had most data points needed to measure the gaps.

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.

THDA will monitor the plan from a variety of approaches:

- Continue to collect qualitative data through surveys, staff meetings, and TAC meetings.
- THDA will reference the main data points from the Dashboard and State through our Staff Intranet Data Platform.

-THDA will create SMART goals at the beginning of the year to measure and evaluate the progress and effectiveness of goals.

THDA will continue to use SIS, CAL PADs, and our Data Platform to monitor as well.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Continue to develop an infrastructure for ongoing analysis of student achievement data; reading/writing and math assessments, demographics, to measure program efficacy of all three programs: independent study, home study, and distance/virtual learning, to ensure maximization of physical, human and financial resources; in order to tailor intervention programs for all subgroups of students

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,8

Local Priorities:

Annual Measurable Outcomes

Expected

1. **Establish baseline using 2017-18 Fall NWEA Math Benchmark Assessments.**
2. **CAASPP ELA Assessment Targets. Increase the percent of students who attain proficiency or higher by 5% for all students.**
3. **CAASPP ELA Assessment Targets. Increase the percent of students who attain proficiency or higher by 5% for all students.**
4. **Percent of ELL students advancing by one proficiency level was 24%**
5. **Reclassification Rate was 25%**
6. **Percent of ELL meeting English Proficiency on the ELPAC was 25%**
7. **Decrease percent of Long-Term English Learners was 35%**
8. **2016 EAP baseline 0**
9. **9.0**
10. **0**
11. **Student Device ratio 4:1 was met**

Actual

1. NWEA Math benchmark assessments has been changed to a different assessment.
2. ELA for 2018 CAASPP Met or Exceeded 17%
3. ELA for 2018 CAASPP Met or Exceeded 17%
4. Percent of ELL students advancing by one proficiency level 10%
5. Reclassification Rate 2018 17% (10 out of 59)
6. Percent of students meeting proficiency on ELPAC 5%
7. Decrease percent of Long Term English Learners to 2%
8. EAP
9. SAT – 8 Students took SAT
10. 0
11. Student Device ratio 1:1 Chromebooks
12. Physical Fitness Test requirement was met

Expected

Actual

12. Taylion met the state requirement for the Physical Fitness Test

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>PLANNED STAFFING TO SUPPORT EDUCATIONAL PROGRAM Taylion High Desert Academy provides a high-quality education that is WASC- Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning. The following staff are instrumental in providing all students with a rigorous Common Core aligned educational program:</p> <p>THDA will employ 8 teachers that are appropriately credentialed and assigned. THDA will employ 2 Administrative Assistants that will serve as the registrar and community/student</p>	<p>PLANNED STAFFING TO SUPPORT EDUCATIONAL PROGRAM Taylion High Desert Academy provides a high-quality education that is WASC- Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning. The following staff are instrumental in providing all students with a rigorous Common Core aligned educational program:</p> <p>THDA employed 8 teachers that were appropriately credentialed and assigned. THDA employed 2 Administrative Assistants that served as the registrar and community/student</p>	<p>BUDGETED \$ 589,860-LCFF Base-Certificated Teachers (1100)</p> <p>\$382,501 – LCFF Base – Administrator – (1300) \$0 – LCFF Base – Support – (2200)</p>	<p>\$1,138,060 – LCFF Base Certificated Teachers (1100)/</p> <p>\$545,025 LCFF Base – Administrator</p> <p>\$0 – (1300/LCFF Base – Support – (2200)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>outreach in order to maximize student enrollment.</p> <p>THDA will also acquire the services of an Academic Advisor to assist students in high school with their 4-year academic plan, monitor academic performance and post-graduation planning (College application, transcript review,</p> <p>THDA's Leadership Team:</p> <ul style="list-style-type: none"> • Executive Director • Principal • Director of Special Education Services • Director of Compliance • Director of Marketing/IT • Curriculum & Instructional Coaching 	<p>outreach in order to maximize student enrollment.</p> <p>THDA will hired an Academic Advisor to assist students in high school with their 4-year academic plan, monitor academic performance and post-graduation planning (College application, transcript review,</p> <p>THDA's Leadership Team:</p> <ul style="list-style-type: none"> • Executive Director • Principal • Director of Special Education Services • Director of Compliance • Director of Marketing/IT • Curriculum & Instructional Coaching 		

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>ASSESSMENTS</p>	<p>ASSESSMENTS THDA implemented multiple summative and formative</p>	<p>\$407,166 LCFF Supplemental - 4305</p>	<p>\$44,833 LCFF Supplemental - 4305</p>

PLANNED
ACTIONS/SERVICES

ACTUAL
ACTIONS/SERVICES

BUDGETED
EXPENDITURES

ESTIMATED ACTUAL
EXPENDITURES

THDA will implement the following assessments to drive curricular decision- making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. THDA will participate in all state mandated assessments; and administer the following:

Diagnostic Assessments

Diagnostic assessments using NWEA (for new/incoming students) in ELA and Math.

NWEA Measures of Academic Progress (MAP) benchmark assessments in ELA and Math for grades 2-13: Three times/year. Implement formative and summative assessments in ELA and Math

Writing Assessments in all grade levels: 3-4 times/year with rubrics.

TSDA will also administer the following state-mandated assessments:

assessments to inform decision-making across curriculum and instruction with emphasis on English Language Arts and Mathematics to match the expectations of the new CAASP assessment system.

In addition, THDA summative and interim assessments helped to identify students who need additional academic and/or instructional support. THDA also developed Online math support videos for Algebra curriculum.

THDA teachers administered project based assessments in Science and Social Science. THDA staff administered writing assessments for all the appropriate grade levels 3 times a year with rubrics.

THDA ELL specialist and appropriate staff administered the following state required assessments for the 2018-19 school year including:
Annual and initial ELPAC for English Learners

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>ELPAC for ELL</p> <p>CAST Science: Grade 5, 8, 10.</p> <p>Physical Fitness Test (PFT): Grade 5, 7, 9</p> <p>CAASPP: ELA & Math: Grades 3- 11</p>	<p>CST Science: Grades 5,8, and 10</p> <p>Physical Fitness Test: Grades 5, 7, 9</p> <p>CASSPP: ELA & Math: Grades 3rd-8th & 11th</p> <p>CAST Test for 12th grade</p>		

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>ELL/ELD PROGRAM</p> <p>THDA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLADCertified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:</p> <p>ELPAC Coordinator will administer ELPAC assessment annually for all</p>	<p>ELL/ELD PROGRAM</p> <p>THDA staff participated in several professional development activities emphasizing instructional and assessment areas in our ELL program and that are aligned to the new CCSS in ELA. Our teachers and instructional support staff who provided services are fully credentialed.</p> <p>ELPAC Coordinator administered all required ELPAC assessments to THDA students considered to be</p>	<p>Professional Development (5804) - \$15,000</p> <p>Supplemental (5805) Gen Consulting - \$6,000</p>	<p>Professional Development (5804) - \$11,960</p> <p>Supplemental (5805) Gen Consulting - \$11,208</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>ELL students and report results to Principal.</p> <p>THDA will provide all teachers with PD on newly adopted ELA/ELD Frameworks. School Principal & teachers as a PLC will analyze ELPAC results and discuss student progress and routinely use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL and Reclassified students. • Determine the short and long-term needs of ELL students • Determine specific actions designed to accelerate language acquisition and learning for ELL students <p>ELPAC administrator will reclassify students annually based on the school's reclassification criteria.</p> <p>All teachers will provide Integrated ELD (academic language development across all disciplines) via A Plus online program and/or on-site ELD Program.</p>	<p>ELL.</p> <p>THDA provided all teachers and support staff with professional development on the adopted CCSS ELA/ELD frameworks and other ELL topics in August, September, and October. THDA Directors participated in training emphasizing ELPAC and SBAC results in October.</p> <p>THDA school principal and teachers met to review ELPAC results and to determine instructional and curricular priorities for the current year and to identify supports for students based on their needs.</p> <p>ELPAC coordinator reclassified students annually based on the school's and CDE's required reclassification criteria.</p> <p>Teachers initially used THDA's internal Digital Curriculum online program to provide integrated ELD and phased it out as they provided direct instruction via workshops and</p>		

PLANNED
ACTIONS/SERVICES

ACTUAL
ACTIONS/SERVICES

BUDGETED
EXPENDITURES

ESTIMATED ACTUAL
EXPENDITURES

Implement ELD Curriculum via A Plus Online Curriculum, including supplemental programs that will support ELLs.

ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction in ELD course.

Implement ELL supports that focus on the following:

- Increased reclassification rates
- Increase % of ELL Students meeting English Proficiency as measured by ELPAC
- Increase number of ELL students improving by 1 Performance Level on ELPAC, annually
- Academic needs of Long-term ELL: LTEL

small groups focusing on vocabulary.

Teachers who had ELL students delivered the ELD Curriculum via workshops using supplemental and ELD aligned instructional materials via workshop model.

All teachers who taught ELL students provided integrated ELD using SDAIE strategies focusing on vocabulary development.

THDA staff implemented various instructional supports focusing on ELL students' needs including close monitoring, small group instruction, and additional one on one tutoring to increase overall ELL achievement on the ELPAC and increase reclassification rates.

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>ACADEMIC INTERVENTIONS</p> <p>THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment data used for placement.</p> <p>THDA will provide onsite Math workshops for targeted students based on diagnostic assessment data used for placement.</p> <p>Students will have access to 1:1 tutoring with their designated teacher.</p> <p>Students will have access to audio-video resources to assist struggling readers and build on prior knowledge.</p> <p>Students participating in distance/virtual learning meet with</p>	<p>ACADEMIC INTERVENTIONS</p> <p>THDA provided onsite ELA workshops for students who showed a need for additional support via diagnostic assessments.</p> <p>THDA provided onsite math workshop for students in general math, pre-algebra, Algebra I and other courses.</p> <p>Students enrolled in our educational programs had access to 1:1 tutoring in all core and elective classes with their designated teacher.</p> <p>Students had access to audio-video resources to assist at risk or struggling readers including Kahn Academy, schoolyourself.com, and other remediation courses offered through our online curriculum.</p> <p>Students who participated in our distance/virtual learning met with their assigned teacher at least every 20 days. Teachers also</p>	<p>Included in Goal 1 Action 1</p>	<p>Included in Goal 1 Action 1</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
their assigned teacher a minimum of bi-weekly.	contacted students periodically via phone and as needed to support student achievement.		

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>TECHNOLOGY</p> <p>In order to provide all students with access to 21st-century learning experiences, THDA will purchase:</p> <ol style="list-style-type: none"> THDA leadership team will develop a needs assessment to research purchasing Chromebooks/laptop carts verses thin clients for student use to access online curriculum, supplemental materials and web-based resources. Increased bandwidth schoolwide to ensure that all students are able to access the Internet and online 	<p>TECHNOLOGY</p> <p>THDA increased access to technology for all students as part of their efforts to provide access to a 21st-century learning environment.</p> <ol style="list-style-type: none"> THDA leadership team developed a needs assessment to purchase technology that would meet THDA program goals and the needs of the homeschool, independent study and assessment program. The purchases included Chromebooks/laptop and web-based supplemental 	<p>\$5,000 – LCFF Supplemental (5801) IT</p> <p>\$0 – LCFF Supplemental (5805) General Consulting (included in Goal 1 Action 3)</p>	<p>\$5,262 – LCFF Supplemental (5801) IT</p> <p>\$0 – LCFF Supplemental (5805) General Consulting (included in Goal 1 Action 3)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>curriculum and materials.</p> <p>3. Obtain the services of an IT consultant for implementation and installation of technology devices, based on the technology purchase from the needs assessment.</p>	<p>materials.</p> <p>2. Based on THDA's needs assessment, THDA staff determined that the current bandwidth would meet THDA's needs.</p> <p>3. THDA obtained the services of an IT consultant to plan, implement and install the technology hardware and software purchases that would support THDA's educational programs.</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The activities and services for Goal 1 have been implemented to a large extent in THDA's educational programs. Goal 1 addressed the need to collect student achievement data to drive achievement and provide supports for THDA students. One of the needs was to create a team and train them, if necessary, to collect and analyze data. THDA was successful in creating a data team that consisted

with the compliance coordinator, EL coordinator, and outreach coordinator. THDA students also continued to receive support from a counselor/academic advisor.

Another major component of this goal was to implement various benchmark/assessments to measure the efficacy of THDA's educational program. THDA staff continued to implement NWEA/MAPs, but opted to deliver shorter interim MAPS assessments, since most THDA students did not show enough persistence on the longer assessments and the school was not able to gather sufficient achievement data. In addition, the ELPAC Coordinator continued to administer the annual ELPAC to all ELL students. Finally, THDA testing coordinators, along with THDA staff were able to administer the SBAC in ELA and Math, along with the PFT and CAST.

THDA staff continued to implement interventions including workshops, 1:1 tutoring, and curriculum to support the ELD program in order to improve student achievement. THDA staff continued to participate in professional development training and conferences related to new CCSS base and ELA/ELL frameworks. THDA worked to improve content of math and ELA workshops to be aligned with THDA curriculum and SBAC standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, THDA has been moderately effective with the actions and services toward the articulated goal. However, THDA still needs to improve ELA and Math workshops and SBAC test preparation. THDA has improved professional development but will need to better train new teachers to effectively implement academic interventions in a nonclassroom-based setting. THDA was effective in adjusting the type of NWEA assessment after receiving student, teacher, and parent feedback. Although THDA implemented the use of diagnostic assessments to supplement statewide assessments, the team concluded that NWEA MAPS may not be the best resource to monitor progress of THDA's student population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

THDA's actual estimated salary expenditures started off higher than originally budgeted. Having one THDA teacher leaving at the beginning of the year for health reasons helped to improve ratios, since the school was overstaffed compared to actual student enrollment compared to projected enrollment. THDA reduced expenses with a temporary counselor and reduced SPED teaching staff to reflect actual SPED student counts compared to projected budgets.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same as THDA will continue to provide the services for ELL students and continue the administration of all local and state required benchmarks. THDA will also continue to build capacity for staff through professional development opportunities to meet the needs of all stakeholders.

Goal 2

Develop and implement a comprehensive schoolwide Professional Development Plan (that addresses the rigor of the Common Core State Standards (ELA/ELD, Math, NGSS), research-based strategies to address the diverse learning needs of all students, including differentiation across disciplines) in order to provide all students with high quality instruction that includes writing across the curriculum and providing relevant learning experiences that encourages student engagement (aligns with WASC Action Plan #1, 2).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected

100% of teachers will have received PD on CCSS ELA/ELD, Math and/or NGSS.
100% of Advisory teachers will have received PD on Character Counts Program for full implementation.
100% of teachers will have received PD on NWEA MAP for schoolwide implementation.
100% of teachers will be appropriately credentialed and assigned. 100% of students will have access to standards-aligned instructional materials.
Decrease MS Dropout rate by 1%

Actual

All teachers at THDA participated in training on CCSS ELA/ELD. One teacher from each department was sent to be the "Trainer of Trainers" by receiving PD common core math, Social Studies, and the Next Generation Science Standards. They in turn trained the remainder of the staff members. Our teachers have not received PD on Character Counts Program but instead on Social Emotional Learning. All teachers received PD on NWEA MAP for schoolwide implementation. Testing coordinators also received additional training for reports and data analysis.

Expected	Actual
<p>annually Decrease HS Dropout rate by 1% annually Increase HS graduation by 1% annually Establish baseline for % of students graduating meeting UC A-G.</p>	<p>All of our teachers have access to instructional materials that are standards aligned to a large extent. Our most recent data on MS shows that 0% students dropped out. Our most recent data on HS shows a pending graduation (baseline 42%) 0% of our graduating are meeting UC A-G requirements.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PROFESSIONAL DEVELOPMENT THDA will provide all teachers with professional development on the following research based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high-quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of</p>	<p>PROFESSIONAL DEVELOPMENT THDA teachers participated in a variety of professional development activities focused on the new common core state standards, including ELA/ELD and Math. THDA teachers have a variety of backgrounds. Each THDA teacher participated in at least one or more trainings specific to their content area. All teachers participated in</p>	<p>\$0 - LCFF Supplemental 5805 Ed Consultants – included in Goal 1 Action 3</p>	<p>\$0 - LCFF Supplemental 5805 Ed Consultants – included in Goal 1 Action 3</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

focus for the school year:

- Common Core State Standards: ELA/ELD Frameworks, Math, & NGSS
 - Writing across the curriculum (w/Jane Schaffer/6 Plus 1)
 - Professional Learning Communities (PLC)
 - Targeted Interventions
 - Flipped Instruction
 - Implementing Formative Assessments to drive instruction
 - Developing & Implementing Summative Assessments
 - Implementing & Analyzing NWEA MAP Assessments
 - A Plus Online Curriculum
- THDA will continue to provide all teachers with training on NWEA MAP Training. (Summer)

THDA will provide all teachers with training on goal planning & reporting.

THDA will provide 4 non- instructional days of Taylion- wide Professional Development.

NWEA MAP training since each of them administer the assessments to their students. Additionally, THDA has assigned designated testing coordinators for each student.

THDA provided additional training in the following areas:
Social Emotional Learning
Personalized Learning Career Readiness
THDA designated testing coordinators for NWEA/MAPs.

The trainings listed above included topics of goal planning and reporting.

Our THDA staff including support specialist and teachers meets every other Friday to discuss topics related to students and achievement which includes reviewing achievement data.

The development of SMART goals is in progress. The leadership team will continue this effort for the next

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>THDA will provide Professional Development (Taylion- wide) every other week (Fridays); to review, disaggregate and analyze student achievement data.</p> <p>THDA Leadership Team will develop SMART Goals (using revised LCAP Goals) that align with WASC Action Plan, and a timeline for reviewing data, measurable outcomes that may result in modifications to the instructional program.</p>	<p>academic year. We are also preparing for WASC's 3 Year visit.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CURRICULUM THDA will purchase and/or subscribe to the following Common Core aligned curriculum:</p> <p>A Plus Online Curriculum Florida</p>	<p>CURRICULUM THDA purchased the core textbook and supplemental instructional material for different programs that are offered online and through independent study. For 2018-19, Taylion High Desert Academy</p>	<p>\$203,583 LCFF Base (4100) Core Materials</p>	<p>\$861,298 LCFF Base (4100) Core Materials</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Virtual/Fuel ED Rosetta Stone</p> <p>Compass Learning (Odyssey)</p> <p>Discovery Education</p> <p>Leadership Team will research Science Curriculum for adoption that will meet UC A-G requirements.</p> <p>Leadership Team will research Math Curriculum that will meet the needs of students.</p> <p>Purchase instructional materials including Science Lab equipment (UC A-G).</p>	<p>purchased licenses for the online program including</p> <p>(1) FuelEd, (2) Google Classroom, (3) Rosetta Stone, (4) Compass Learning (Odyssey), (5) Discovery Education. THDA also purchased instructional materials for the Science Lab which is UC A-G approved.</p> <p>Books/Publishers:</p> <p>College Beginning Algebra (Auffman, Barker Lockwood), Int. Math (McGraw Hill), High Point EL Support, and ELA novels</p>		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>STUDENT ENGAGEMENT</p> <p>In order to ensure student engagement and provide students with relevant learning experiences, THDA will provide the following for all</p>	<p>STUDENT ENGAGEMENT</p> <p>THDA provided students with meaningful learning experiences beyond our educational programs.</p>	<p>\$50,896 – LCFF Con (4303) Activities/Field Trips</p>	<p>\$2,850 – LCFF Con (4303) Activities/Field Trips</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

students:

Field trips relevant to course content (Museums, Science Centers, Maker Labs).

Field trips to Colleges/Universities.

high school students will attend college fairs and FAFSA Application workshops.

All students will have access to an academic advisory staff member.

As part of THDA's ongoing College-going culture; all students in grades 9-10 will take the PSAT; and Grades 11-12 will take the SAT/ACT. THDA will provide PSAT/SAT Preparation Workshops using online modules including Khan Academy

Students continue to attend field trips to enrich and extend learning beyond the academic curriculum. Students attended local museums, theaters, and natural parks.

THDA students participated in several field trips to expose them to post-secondary learning life and expectations including local community colleges. A number of students participated in THDA's Victor Valley College Bridge program and the San Bernardino Community District College Workforce Readiness program.

All students had access to academic advisory through THDA's counselors.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>THDA provides all students with a rigorous academic program through various platforms including: Independent study, Home Study, and Distance/Virtual Learning.</p> <p>Florida Virtual/Fuel Ed provides students with an extensive course list and UC A-G approved courses.</p> <p>A Plus Online provides students with a list of courses.</p> <p>THDA will work to establish a partnership with SB Community College District and Victor Valley College to provide THDA students with the opportunity to participate in concurrent enrollment.</p>	<p>COURSE ACCESS THDA provided students with a relevant and rigorous curriculum through diverse platforms to fit student academic needs. This curriculum is delivered through Independent Study third grade-12th, Home Study K-12th, and Distance/Virtual Learning 9th- 12th. THDA provided the instructional services to students enrolled in these academic programs using the following platforms and strategies.</p> <p>Google Classroom/Fuel ED Platform which includes A-G approved courses SB Community College District and Victor Valley College Concurrent Enrollment</p> <p>Partnerships were established with local community colleges. Students participated in Victor Valley College Bridge program and</p>	<p>Included in Goal 2 action 2 (Curriculum) – 4100 Core Material</p>	<p>Included in Goal 2 action 2 (Curriculum) – 4100 Core Material</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	SB Community District College Workforce Readiness program.		

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most of the actions and services were implemented with fidelity for goal number two. THDA implemented professional development for a variety of needs including: CCSS curriculum, CCSS instruction and Social Emotional Learning, Blended Learning, Personalized Learning, and others by conferences and trainings.

THDA adopted the “trainer of trainers” model where lead staff members receive training to bring back to other staff members. Many staff members were sent to conferences and training to bring back best practices to the THDA staff. Desert Mountain SELPA and San Bernardino County Office of Education training was also provided to address CCSS, SEL, and other needs.

Lastly, THDA researched another SEL program different from the Collaborative Learning Solutions training because of student feedback. The Future Focus, Dream Catcher finding your purpose program has been explored and will be piloted for 2019-20 as well.

THDA will continue with our professional development training and planning goal. THDA understands that learning starts with teachers and staff, leading to more effective support for THDA students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, THDA has been mostly effective in implementing the professional development plan. THDA still has a need to create professional development pathways and opportunities for all staff members that ensure they have all the CCSS, SEL, Writing, PBIS, ELA, MATH, and Next Generation Science standards training.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In 2018-19, THDA had to limit budgeting for conferences and training for leadership staff due to delays in SB 740 funding. THDA relied on internal professional development and training in the first part of the year, but attended conferences and professional development training in the later part of 2018-19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2019-20, THDA plans to be more strategic in sending and/or bringing professional development opportunities to THDA staff. THDA has received CSI and other block grants that will specifically assist in providing professional development support for THDA staff. In addition to our Math and ELA training, THDA will add our Writing, PBIS, and SEL trainings.

Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement. (Aligns with WASC Action Plan #3)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<ol style="list-style-type: none"> 1. Maintain suspension rates <2% 2. Maintain expulsion rates <1% 3. 50% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey. 4. 50% of parent respondents will be satisfied with the school's program as measured in the annual parent survey. 5. THDA will host at least 3 workshops annually for parents to increase parent engagement & participation. 6. Parent input in decision-making will take place in parent advisory meetings. 7. THDA will have an Annual FIT score of "Good." 	<ol style="list-style-type: none"> 1. THDA did not suspend any students. 0% suspension rate for 2016-17 and 2017-18 and 2018-19 school year. 2. THDA did not expel any students. 0% expulsion rate for 3. THDA met this goal 4. THDA met this goal 5. THDA hosted more than 3 workshops and facilitated a committee which Included parents. 6. THDA solicited input from the Parent Advisory Committee meetings 7. THDA will explore other facilities inspection tools that are more cost effective. In light of all the mass shootings, Taylion also created an internal staff Safety Committee to create better procedures and protocols.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SCHOOL CLIMATE THDA will implement the following in order to provide all students and staff with a safe, welcoming learning</p>	<p>THDA successfully implemented outreach activities to promote and sustain a safe and welcome learning</p>	<p>Total \$0 – LCFF Base S/c (included in Goal 1) \$0 LCFF Base – 4100 (included in Goal 1)</p>	<p>Total \$0 – LCFF Base S/c (included in Goal 1) \$0 LCFF Base – 4100 (included in Goal 2)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>environment. THDA will implement a positive behavior system.</p> <ol style="list-style-type: none"> All students in high school will be enrolled in onsite academic advisory courses that will address: Life Skills, bullying, College/Career Pathway. THDA has purchased Salesforce service to track/monitor Taylion graduates; to create an Alumni base, communicate and welcome graduates back to THDA; and to monitor the number of graduates who pursue post-secondary education. Create learning communities by grade level through team building activities (at the beginning of the school year and every 45 days, thereafter) onsite. Community Outreach Coordinator will create an annual plan for THDA to host schoolwide events that integrate the community: <ul style="list-style-type: none"> Fairs/events Blood Drives 	<p>environment for all students, staff, and our visitors, including parents.</p> <ol style="list-style-type: none"> All students in grades 9th-12th had access to Academic Advisory courses (Social Emotional Learning Courses) that focused on life skills, bullying, and College & Career Pathway awareness. THDA discontinued use of Salesforce to track and monitor students. In 2018, THDA created an internal data dashboard on the THDA Intranet. THDA created learning communities and developed and mapped out team building activities throughout the year. THDA's Community Outreach Coordinator created an annual plan for THDA to host schoolwide events that integrated communities from San Bernardino County High 	<p>\$0 LCFF S/C – 4305 (Included in Goal 2)</p>	<p>\$0 LCFF S/C – 4305 (Included in Goal 2)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Community Clean-up 	<p>Desert and City communities which included blood drives, community fairs, Career within the regions.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SCHOOL SAFETY THDA's Leadership Team will review and revise the school's Comprehensive School Safety Plan and conduct monthly drills that will be documented as part of emergency preparedness.</p> <p>THDA will install security cameras schoolwide that will be monitored by school staff.</p> <p>School Director will develop a supervision plan to ensure schoolwide supervision during school hours.</p> <p>THDA will administer annual facility</p>	<p>SCHOOL SAFETY THDA's Leadership Team reviewed and revised the school's School Safety Plan through several meetings. THDA conducted monthly drills and documented their drills as part of their plan.</p> <p>THDA installed security cameras schoolwide which are monitored on an ongoing basis along with improving cyber security.</p> <p>The school director developed a supervision plan to ensure supervision during school hours and student activities.</p>	<p>\$2,500; LCFF S/C – 4400 (Non-Capitalize Equipment)</p>	<p>\$2,500; LCFF S/C – 4400 (Non-Capitalize Equipment)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
inspection report.	THDA participated in the administration of the school's facility inspection and completed a report.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>OPPORTUNITIES FOR PARENT ENGAGEMENT</p> <p>THDA believes parents play a critical role in their child's success. THDA's goal is to implement programs that will engage parents as partners. The Community Outreach Coordinator will communicate with parents on upcoming events, volunteer opportunities, monthly parent meetings and upload events to the school's website.</p> <ol style="list-style-type: none"> 1. Develop and disseminate monthly newsletters for parents. 2. Communicate with parents using Google Text. 3. Host parent workshops College & Career Night Parenting Workshop Understanding CAASPP Results 	<p>OPPORTUNITIES FOR PARENT ENGAGEMENT</p> <p>THDA developed and implemented a program to increase parent capacity to better understand the school's educational program. THDA was also able to increase parent awareness of services and connect with THDA staff.</p> <ol style="list-style-type: none"> 1. THDA parents and students received monthly newsletters and calendars including event information in English and Spanish. 2. THDA worked to increase use of Google text and used Parent Square as a digital means of communication. 3. THDA hosted parent workshops which included the following: four 	<p>Total \$0 – LCFF Base S/C \$0 - LCFF Base – 4100 \$0; LCFF S/C – 4305</p> <p>(Included in Goal 1 and Goal 2)</p>	<p>Total \$0 – LCFF Base S/C \$0 - LCFF Base – 4100 \$0; LCFF S/C – 4305</p> <p>(Included in Goal 1 and Goal 2)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Host parent/student orientation where students and parents meet school staff, learn about resources and tour the school.</p> <p>5. Host Back To School Night.</p> <p>6. Host Open House annually.</p> <p>7. Partner with LifeLine, a provider of socio-emotional counseling offsite.</p>	<p>College and Career Nights, parenting strategies workshop, and understanding state assessment results (CAASPP) workshop.</p> <p>4. Hosted two parent orientations during the year and held new enrollment orientations every other Friday for new enrollees.</p> <p>5. Hosted Back to School Night.</p> <p>6. Hosted Open House.</p> <p>7. THDA established partnership with local mental health agencies (Goodwill, Food Den, etc.)</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PARENT DECISION MAKING Parent decision making will take place through THDA's Parent Advisory Council to allow parents with opportunities for input in school decision making.</p>	<p>PARENT DECISION MAKING THDA established a Parent Advisory Council and held meetings where parents provided input regarding several educational programs and policies.</p>	<p>Total \$0 – LCFF Base S/C \$0 - LCFF Base – 4100 \$0; LCFF S/C – 4305 (Included in Goal 1 and Goal 2)</p>	<p>Total \$0 – LCFF Base S/C \$0 - LCFF Base – 4100 \$0; LCFF S/C – 4305 (Included in Goal 1 and Goal 2)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, THDA implemented most of the action/services with fidelity. THDA's focus on this goal was to improve student outcomes by improving stakeholder communication and building partnerships. Parent communication improved with the school's monthly newsletter published in English and Spanish. Additionally, THDA updated the website calendar regularly and maximized Parent Square text communication. THDA also conducted monthly college/career workshops to inform students and families of college/career opportunities with guest speakers from a variety of industry sectors. Local community colleges also presented a large portion of parent presentations.

THDA's community partnerships continue to grow and strengthen. THDA has formed networks with local chambers of commerce in Adelanto, Victorville, San Bernardino, and the San Bernardino Black Chamber of Commerce. THDA staff also attended their large seasonal community events. THDA has increased community colleges dual enrollment or concurrent enrollment with students participating in more college courses. THDA increased student cultural capital through encouraging attendance to college field trips, career fairs, industry partner events, and community service events. THDA has developed a strong partnership with the school's authorizing district, Adelanto Elementary School District. THDA created an MOU with Goodwill and their career readiness programs to provide job training, leadership skills, and resume building for THDA students. Additionally, THDA established an MOU with the Victor Valley College bridge program to assist senior graduates to attend the school.

THDA continues to promote a culture what C.A.R.E.s with no expulsion or suspensions for 2018-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

THDA was very effective in implementing the goal of improving collaboration and communication with our parents, families, students, staff, and community partners. THDA's MOUs with Victor Valley College and Goodwill are a testament to the school's commitment to provide career readiness pathways.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no significant difference with budget expenditures. The school needed to be conservative in budgeting due to the lapse of funding from SB 740. THDA was able to upgrade the school's website.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same for the upcoming year with additional actions in the following areas:

- School Safety
- Positive Behavior Interventions and Support
- Board member and staff training
- Writing, ELA/Math

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

THDA will continue to value stakeholder and parent involvement in the school's educational programs. As such, our staff provided opportunities for our community and parents to give input as part of our LCAP revision. The following meetings will continue to include stakeholder feedback:

- School Advisory Council Quarterly Meetings
- Parent Conferences twice a year
- Award Nights
- Senior Quarterly Meetings along with other activities
- College and Career Days
- Monthly Staff Meetings
- Climate Surveys from all stakeholders
- Student Workshops
- Student Weekly Council Meetings
- Taylion Advisory Council Meetings

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The feedback from parents, students, staff and community members influenced our actions and services for the LCAP. For example, THDA staff shared that they wanted more specialized professional development beyond that provided by THDA leadership and teachers. Parents explained that text messaging was their method of receiving and giving communication. Students and Staff shared that the NWEA/MAPs assessments were not very beneficial or meaningful in providing academic interventions. Additionally, parents

wanted practical career pathway information and specific opportunities for their students. Parents also identified the need for a different social and emotional learning curriculum.

THDA stakeholders also gave feedback in the following areas:

- Improve Math/ELA curriculum and workshops
- Continue awards night
- Continue professional development focus
- Provide more career readiness options and opportunities
- Provide more elective courses
- Provide a different SEL program

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Continue to develop an infrastructure for ongoing analysis of student achievement data; reading/writing and math assessments, demographics, to measure program efficacy of all 3 programs: Independent study, Home Study, and Distance/Virtual Learning, to ensure maximization of physical, human and financial resources; in order to tailor intervention programs for all subgroups of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

Identified Need:

There is a need to develop and implement a data-driven culture at the school and within the organization to measure student growth; and measure program efficacy and maximize use of resources.

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
NWEA MATH ASSESSMENT CAASP MATH (11 TH GRADE)	Baseline from 2016-17 35% of students achieving proficiency or higher	5% increase in students on track to achieve proficiency	5% increase in students on track to achieve proficiency	5% increase in students on track to achieve proficiency
NWEA READING ASSESSMENT CAASP ELA (11 TH GRADE)	Baseline from 2016-17 3% of students achieving proficiency or higher	5% increase in students on track to achieve proficiency	5% increase in students on track to achieve proficiency	5% increase in students on track to achieve proficiency
EL% RECLASSIFICATION	Baseline from 2016-17 10% of students advanced one grade level or higher	15% of students advanced one grade level or higher	20% of students advanced one grade level or higher	25% of students advanced one grade level or higher
PERCENT OF ENGLISH LEARNERS PROFICIENT ON ELPAC	57%	65%	75%	100%
EAP ELA %	15% ELL English Proficiency	20% ELL English Proficiency	25% ELL English Proficiency	30% ELL English Proficiency
SAT % COLLEGE AND CAREER READINESS	7%	30%	35%	40%
PSAT COLLEGE AND CAREER READINESS	2 students	10 students	15 students	20 students

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

STAFFING TO SUPPORT EDUCATIONAL PROGRAM
Taylion High Desert Academy provides a high quality education that is WASC-

2018-19 Actions/Services

STAFFING TO SUPPORT EDUCATIONAL PROGRAM
Taylion High Desert Academy provides a high quality education that is WASC-

2019-20 Actions/Services

STAFFING TO SUPPORT EDUCATIONAL PROGRAM
Taylion High Desert Academy provides a high-quality education that is

2017-18 Actions/Services

Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning. The following staff are instrumental in providing all students with a rigorous Common Core aligned educational program:

THDA will employ 8 teachers that are appropriately credentialed and assigned.

THDA will employ 2 Administrative Assistants that will serve as the registrars, and community/student outreach in order to maximize student enrollment.

THDA will also acquire the services of an Academic Advisor to assist students in high school with their 4-year academic plan, monitor academic performance and post-graduation planning (College application, transcript review,

THDA's Leadership Team:

- Executive Director
- Principal
- Director of Special Education Services

2018-19 Actions/Services

Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning. The following staff are instrumental in providing all students with a rigorous Common Core aligned educational program:

THDA will employ 8 teachers that are appropriately credentialed and assigned.

THDA will employ 4 Administrative Assistants that will serve as the registrars, and community/student outreach in order to maximize student enrollment.

THDA will also acquire the services of an Academic Advisor to assist students in high school with their 4-year academic plan, monitor academic performance and post-graduation planning (College application, transcript review,

THDA's Leadership Team:

- Executive Director
- Principal
- Director of Special Education Services

2019-20 Actions/Services

WASC-Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning. The following staff are instrumental in providing all students with a rigorous Common Core-aligned educational program:

a - THDA will employ 6 teachers that are appropriately credentialed and assigned.

b - THDA will employ 3 Administrative Assistants that will serve as the registrar, and community/student outreach in order to maximize student enrollment.

c - THDA will also acquire the services of an Academic Advisor to assist students in high school with their 4-year academic plan, monitor academic performance and post-graduation planning (College application, transcript review

d- THDA will employ 3 SPED education specialists to support our students with special needs

THDA's Leadership Team:

- Executive Director
- Principal
- Director of Special Education Services
- Director of Compliance

2017-18 Actions/Services

- Director of Compliance
- Director of Marketing/IT
- Curriculum & Instructional Coaching

2018-19 Actions/Services

- Director of Compliance
- Director of Marketing/IT
- Curriculum & Instructional Coaching

2019-20 Actions/Services

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	\$ 385,337.00	\$ 385,337.00	\$ 972,361
SOURCE	LCFF Base	LCFF Base	LCFF
BUDGET REFERENCE	\$253,165 LCFF Base Certificated Teachers (1100) \$52,612 LCFF Base Administrator – (1300) \$79,560 LCFF Base Support Staff – (2200)	\$253,165 LCFF Base Certificated Teachers (1100) \$52,612 LCFF Base Administrator – (1300) \$79,560 LCFF Base Support Staff – (2200)	\$589,860 LCFF Base Certificated Teachers (1100) \$382,501 LCFF Base Administrator – (1300) \$0 LCFF Base Support Staff – (2200)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

THDA will implement the following assessments to drive curricular decision making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. THDA will participate in all state mandated assessments; and administer the following:

Diagnostic Assessments

Diagnostic Assessments using NWEA (for new/incoming students) in

THDA will implement the following assessments to drive curricular decision- making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. THDA will participate in all state mandated assessments; and administer the following:

Diagnostic Assessments

Diagnostic Assessments using NWEA (for new/incoming students) in

2- ASSESSMENTS

THDA will implement the following assessments to drive curricular decision- making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. THDA will participate in all state mandated assessments; and administer the following:

Diagnostic Assessments within THDA's curriculum

ELA and Math.

NWEA Measures of Academic Progress (MAP) benchmark assessments in ELA & Math for grades 2-12: 3 times/year
Implement formative and summative assessments in ELA and Math

Writing Assessments in all grade levels: 3-4 times per year with rubrics.

THDA will also administer the following state- mandated assessments:
ELPAC for ELL

CAST Science: Grade 5, 8, 10.

Physical Fitness Test (PFT): Grade 5,

7, 9 CAASPP: ELA & Math: Grades

3-11

ELA and Math.

NWEA Measures of Academic Progress (MAP) benchmark assessments in ELA & Math for grades 2-12: 3 times/year
Implement formative and summative assessments in ELA and Math

Writing Assessments in all grade levels: 3-4 times per year with rubrics.

THDA will also administer the following state- mandated assessments:
ELPAC for ELL

CAST Science: Grade 5, 8, 10.

Physical Fitness Test (PFT): Grade 5,

7, 9 CAASPP: ELA & Math: Grades

3-11

Diagnostic Assessments in ELA and Math. (Options include FuelEd, Apex Learning, and Renaissance Star 360 Assessment Suite).

Renaissance Star 360 Suite benchmark assessments in ELA & Math for grades 2-12: 3 times/year Implement formative and summative assessments in ELA and Math

Writing Assessments in all grade levels: 3-4 times/year with rubrics.

THDA will also administer the following state-mandated assessments:

ELPAC for ELL

CAST Science: Grade 5, 8, 12.

Physical Fitness Test (PFT): Grade 5,

		7, 9
		CAASPP: ELA & Math: Grades 3- 11

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,801	\$7,801	\$ 407,166
Source	LCFF Supplemental	LCFF Supplemental	LCFF
Budget Reference	LCFF Supplemental - 4305	LCFF Supplemental - 4305	4305

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services**ELL/ELD PROGRAM**

THDA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers

(BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:

ELPAC Coordinator will administer ELPAC assessment annually for all ELL students and report results to

2018-19 Actions/Services**ELL/ELD PROGRAM**

THDA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers

(BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:

ELPAC Coordinator will administer ELPAC assessment annually for all ELL students and report results to

2019-20 Actions/Services**ELL/ELD PROGRAM**

THDA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers

(BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program:

ELPAC Coordinator will implement ELPAC assessment annually for all

2017-18 Actions/Services

Principal.

THDA will provide all teachers with PD on newly adopted ELA/ELD Frameworks.

School Principal & teachers as a PLC will analyze ELPAC results and discuss student progress and routinely use data to:

- Monitor the progress of ELL and Reclassified students.
- Determine the short and long-term needs of ELL students
- Determine specific actions designed to accelerate language acquisition and learning for ELL students

ELPAC administrator will reclassify students annually based on the school's reclassification criteria.

All teachers will provide Integrated ELD (academic language development across all disciplines) via A Plus online program and/or on-site ELD Program.

Implement ELD Curriculum via A Plus Online Curriculum, including

2018-19 Actions/Services

Principal.

THDA will provide all teachers with PD on newly adopted ELA/ELD Frameworks.

School Principal & teachers as a PLC will analyze ELPAC results and discuss student progress and routinely use data to:

- Monitor the progress of ELL and Reclassified students.
- Determine the short and long-term needs of ELL students
- Determine specific actions designed to accelerate language acquisition and learning for ELL students

ELPAC administrator will reclassify students annually based on the school's reclassification criteria.

All teachers will provide Integrated ELD (academic language development across all disciplines) via A Plus online program and/or on-site ELD Program.

Implement ELD Curriculum via A Plus Online Curriculum, including supplemental programs that will support

2019-20 Actions/Services

ELL students and report results to Principal.

THDA will provide all teachers with professional development on newly adopted ELA/ELD Frameworks.

School Principal & teachers as a PLC will analyze ELPAC results and discuss student progress and routinely use data to:

- Monitor the progress of ELL and Reclassified students.
- Determine the short and long-term needs of ELL students
- Determine specific actions designed to accelerate language acquisition and learning for ELL students

ELPAC Coordinator and teachers will reclassify students annually based on the school's reclassification criteria. All teachers will provide Integrated ELD (academic language development across all disciplines) via Apex online program and/or on-site ELD Program.

2017-18 Actions/Services

supplemental programs that will support ELLs.

ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction in ELD course.

Implement ELL supports that focus on the following:

- Increased reclassification rates
- Increase % of ELL Students meeting English Proficiency as measured by ELPAC
- Increase number of ELL students improving by 1 Performance Level on ELPAC, annually Academic needs of Long-term ELL: LTEL

2018-19 Actions/Services

ELLs.

ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction in ELD course.

Implement ELL supports that focus on the following:

- Increased reclassification rates
- Increase % of ELL Students meeting English Proficiency as measured by ELPAC
- Increase number of ELL students improving by 1 Performance Level on ELPAC, annually Academic needs of Long-term ELL: LTEL

2019-20 Actions/Services

ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction in ELD course.

Implement ELL supports that focus on the following:

- Increased reclassification rates
- Increase % of ELL Students meeting English Proficiency as measured by ELPAC
- Increase number of ELL students improving by 1 Performance Level on ELPAC, annually
- Academic needs of Long-term ELL: LTEL

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Costs are factored in from Action A \$1,500	Costs are factored in from Action A \$1,500	\$21,000

Year	2017-18	2018-19	2019-20
Source	\$1,500 – LCFF Supplemental	\$1,500 – LCFF Supplemental	LCFF
Budget Reference	(5805) General Consulting	(5805) General Consulting	5804, 5805

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment used for placement.

THDA will provide onsite Math workshops for targeted students based on diagnostic assessment used for placement.

Students will have access to 1:1 tutoring with their designated teacher.

Students will have access to audio-video resources to assist struggling readers and build on prior knowledge.

Students participating in distance/virtual learning meet with their assigned teacher every 20 days (onsite).

2018-19 Actions/Services

THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment used for placement.

THDA will provide onsite Math workshops for targeted students based on diagnostic assessment used for placement.

Students will have access to 1:1 tutoring with their designated teacher.

Students will have access to audio-video resources to assist struggling readers and build on prior knowledge.

Students participating in distance/virtual learning meet with their assigned teacher every 20 days (onsite).

2019-20 Actions/Services

THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment used for placement.

THDA will provide onsite Math workshops for targeted students based on diagnostic assessment used for placement.

Students will have access to 1:1 tutoring with their designated teacher.

Students will have access to audio-video resources to assist struggling readers and build on prior knowledge.

Students participating in distance/virtual learning meet with their assigned teacher a minimum of bi-weekly. Included in Goal 1 / action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$286,078 Factored in Action A	\$286,078 Factored in Action A	Accounted for in Action 1
Source	LCFF Base	LCFF Base	LCFF
Budget Reference	Certificated Teachers (1100)	Certificated Teachers (1100)	Certificated Teachers (1100)

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

TECHNOLOGY

In order to provide all students with access to 21st century learning experiences, THDA will purchase:

1. THDA Leadership Team will develop a needs assessment to research purchasing Chromebooks/laptop carts versus Thin Clients for student use to access online curriculum, supplemental materials and web-based resources.
2. Increase bandwidth schoolwide to ensure all students are able to access the Internet, online curriculum and materials.
3. Obtain the services of an IT Consultant for implementation, and installation of technology devices, based on the technology purchase (from the

2018-19 Actions/Services

TECHNOLOGY

In order to provide all students with access to 21st century learning experiences, THDA will purchase:

1. THDA Leadership Team will develop a needs assessment to research purchasing Chromebooks/laptop carts versus Thin Clients for student use to access online curriculum, supplemental materials and web-based resources.
2. Increase bandwidth schoolwide to ensure all students are able to access the Internet, online curriculum and materials.
3. Obtain the services of an IT Consultant for implementation, and installation of technology devices, based on the technology purchase (from the needs assessment).

2019-20 Actions/Services

TECHNOLOGY

In order to provide all students with access to 21st century learning experiences, THDA will purchase:

1. THDA Leadership Team will develop a needs assessment to research purchasing Chromebooks/laptop carts versus Thin Clients for student use to access online curriculum, supplemental materials and web-based resources.
2. Increase bandwidth schoolwide to ensure all students are able to access the Internet, online curriculum and materials.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

needsassessment).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,498.00	\$10,498.00	\$5,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	\$2,343 (5801) IT \$8,155 (5805) Gen Consulting	\$2,343 (5801) IT \$8,155 (5805) Gen Consulting	5801, 5805

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Develop and implement a comprehensive schoolwide Professional Development Plan (that addresses the rigor of the Common Core State Standards (ELA/ELD, Math, NGSS), research-based strategies to address the diverse learning needs of all students, including differentiation across disciplines) in order to provide all students with high quality instruction that includes writing across the curriculum and providing relevant learning experiences that encourages student engagement (aligns with WASC Action Plan #1, 2).

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,5,7

Local Priorities:

Identified Need:

There is a need to develop and implement a professional Development Plan that Addresses the Common Core State Standards' meets the instructional needs of the teachers and academic needs of students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Professional Learning on CCSS, ELA/ELD Framework, Social Science, and NGSS All teachers trained on Character Counts Program	25% No teachers trained 0% 2015-2016 28.2% For 2016-2017 42% 0%	50% 25% 0% 27% 43% 5%	75% 50% 0% 26% 44% 10%	100% 100% 0% 25% 45% 15%
Decrease Drop Out Rate for Middle School by 1% annually				
Increase HS graduation				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rate by 1% annually % of graduating students meeting A- G				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

THDA will provide all teachers with Professional Development on the following research based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2016-17 school year:

- Common Core State Standards: ELA/ELD Frameworks, Math, & NGSS
- Writing across the curriculum (w/Jane Schaffer)
- Professional Learning Communities (PLC)
- Targeted Interventions
- Flipped Instruction
- Implementing Formative Assessments to drive instruction
- Developing & Implementing Summative Assessments
- Implementing & Analyzing NWEA

2018-19 Actions/Services

THDA will provide all teachers with Professional Development on the following research based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the 2018-19 school year:

- Common Core State Standards: ELA/ELD Frameworks, Math, & NGSS
- Writing across the curriculum (w/Jane Schaffer)
- Professional Learning Communities (PLC)
- Targeted Interventions
- Flipped Instruction
- Implementing Formative Assessments to drive instruction
- Developing & Implementing Summative Assessments
- Implementing & Analyzing NWEA

2019-20 Actions/Services

THDA will provide all teachers with professional development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high-quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the school year:

- Common Core State Standards: ELA/ELD Frameworks, Math, & NGSS
- Writing across the curriculum - 6 + 1 Writing
- Professional Learning Communities (PLC)
- Targeted Interventions
- Implementing Formative Assessments to drive instruction
- Social Emotional and Dream Catcher Training

2017-18 Actions/Services

MAP Assessments

- A Plus Online Curriculum

THDA will provide all teachers with ongoing training on NWEA MAP Training.

THDA will provide all teachers with training on goal planning & reporting.

THDA will provide 4 non-instructional days of Taylion- wide Professional Development.

THDA will provide Professional Development (Taylion-wide) every other week (Fridays); to review, disaggregate and analyze student achievement data.

THDA Leadership Team will develop SMART Goals (using revised LCAP Goals) that align with WASC Action Plan, and a timeline for reviewing data, measurable outcomes that may result in modifications to the instructional program.

2018-19 Actions/Services

MAP Assessments

- A Plus Online Curriculum

THDA will provide all teachers with ongoing training on NWEA MAP Training.

THDA will provide all teachers with training on goal planning & reporting.

THDA will provide 4 non-instructional days of Taylion- wide Professional Development.

THDA will provide Professional Development (Taylion-wide) every other week (Fridays); to review, disaggregate and analyze student achievement data.

THDA Leadership Team will develop SMART Goals (using revised LCAP Goals) that align with WASC Action Plan, and a timeline for reviewing data, measurable outcomes that may result in modifications to the instructional program.

2019-20 Actions/Services

- Implementing & Analyzing Renaissance Star 360, Apex Learning, FuelEducation Online Curriculum

THDA will continue to provide teachers with Renaissance Star 360 training and Apex Learning.

THDA will provide all teachers with training on goal planning & reporting.

THDA will provide 4 non- instructional days of Taylion- wide Professional Development.

THDA will provide Professional Development (Taylion- wide) monthly: to review, disaggregate and analyze student achievement data.

THDA Leadership Team will continue to reinforce Personalized Learning Plans that align with WASC Action Plan, and a timeline for reviewing data, measurable outcomes that may result in modifications to the instructional program. Included in Goal 1/ action 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000.00	\$75,000.00	Included in Goal 1
Source	LCFF Supplemental	LCFF Supplemental	LCFF
Budget Reference	5106 Education Consultants	5106 Education Consultants	5804 Professional Development

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Modified

2017-18 Actions/Services

CURRICULUM

THDA will purchase and/or subscribe to the following Common Core aligned curriculum:

A Plus Online

Curriculum Florida

Virtual/Fuel Ed Rosetta

Stone

Compass Learning (Odyssey)

Discovery Education

Leadership Team will research Science Curriculum for adoption that will meet UC A- G requirements.

Leadership Team will research Math Curriculum that will meet the needs of students.

Purchase instructional materials including Science Lab equipment (UC A-G).

2018-19 Actions/Services

CURRICULUM

THDA will purchase and/or subscribe to the following Common Core aligned curriculum:

FuelEd Online

Curriculum Florida

Virtual/Fuel Ed Rosetta

Stone

Compass Learning (Odyssey)

Discovery Education

Leadership Team will research Science Curriculum for adoption that will meet UC A- G requirements.

Leadership Team will research Math Curriculum that will meet the needs of students.

Purchase instructional materials including Science Lab equipment (UC A-G).

2019-20 Actions/Services

CURRICULUM

THDA will purchase and/or subscribe to the following Common Core aligned curriculum:

Renaissance Star 360, Apex Learning, Fuel Education Online Platform

Leadership Team will research Science Curriculum for adoption that will meet UC A-G requirements.

Leadership Team will research Math Curriculum that will meet the needs of students.

Leadership Team will support College and Career Readiness class by purchasing the Dream Catcher Program.

Purchase instructional materials including Science Lab equipment (UC A-G).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$204,000	\$204,000	\$203,583
Source	LCFF Base	LCFF Base	LCFF
Budget Reference	(4100) Core Materials	(4100) Core Materials	(4100) Core Materials

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

STUDENT ENGAGEMENT

In order to ensure student engagement and provide students with relevant learning experiences, THDA will provide the following for all students:

Field trips relevant to course content (Museums, Science Centers, Maker Labs).

Field trips to Colleges/Universities. High School Students will attend College Fairs and FAFSA Application workshops.

All students will have access to an academic advisory.

As part of THDA's ongoing College-going culture; all students in grades 9-10 will take the PSAT; and Grades 11-12 will take the SAT/ACT. THDA will provide PSAT/SAT Preparation Workshops using online modules including Khan Academy

2018-19 Actions/Services

STUDENT ENGAGEMENT

In order to ensure student engagement and provide students with relevant learning experiences, THDA will provide the following for all students:

Field trips relevant to course content (Museums, Science Centers, Maker Labs).

Field trips to Colleges/Universities. High School Students will attend College Fairs and FAFSA Application workshops.

All students will have access to an academic advisory.

As part of THDA's ongoing College-going culture; all students in grades 9-10 will take the PSAT; and Grades 11-12 will take the SAT/ACT. THDA will provide PSAT/SAT Preparation Workshops using online modules including Khan Academy

2019-20 Actions/Services

STUDENT ENGAGEMENT

In order to ensure student engagement and provide students with relevant learning experiences, THDA will provide the following for all students:

Field trips relevant to course content (Museums, Science Centers, Maker Labs).

Field trips to Colleges/Universities. High School Students will attend College Fairs and FAFSA Application workshops.

All students will have access to an academic advisory.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	MOU with Goodwill and Victor Valley College	
--	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$800.00	\$800.00	\$50,896
Source	LCFF Concentration	LCFF Concentration	LCFF
Budget Reference	\$800.00 - LCFF Con (4303) Activities/Field Trips	\$800.00 - LCFF Con (4303) Activities/Field Trips	4303

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students, Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services**COURSE ACCESS**

THDA provides all students with a rigorous academic program through various platforms Independent study, Home Study, and Distance/Virtual Learning.

Florida Virtual/Fuel Ed provides students with an extensive course list and UC A-G approved courses.

A Plus Online provides students with a list of courses.

THDA has developed a partnership with SB County Community Colleges

2018-19 Actions/Services**COURSE ACCESS**

THDA provides all students with a rigorous academic program through various platforms Independent study, Home Study, and Distance/Virtual Learning.

Fuel Ed provides students with an extensive course list and UC A-G approved courses.

Digital Curriculum Online provides students with a list of courses.

THDA has developed a partnership with SB County Community Colleges and Victor Valley College whereby THDA

2019-20 Actions/Services**COURSE ACCESS**

THDA provides all students with a rigorous academic program through various platforms Independent study, Home Study, and Distance/Virtual Learning.

Fuel Ed provides students with an extensive course list and UC A-G approved courses.

Apex Learning provides students with an extensive course list and UC A-G approved courses.

THDA will work to establish a partnership with SB County Community Colleges to provide THDA

2017-18 Actions/Services

whereby THDA student participate in concurrent enrollment, earning college credit for courses.

THDA will work to establish a partnership with SB County Community Colleges to provide THDA students with the opportunity to participate in concurrent enrollment.

2018-19 Actions/Services

student participate in concurrent enrollment, earning college credit for courses.

THDA will work to establish a partnership with SB County Community Colleges to provide THDA students with the opportunity to participate in concurrent enrollment.

2019-20 Actions/Services

students with the opportunity to participate in concurrent enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$204,000	\$204,000	Costs included in Goal 2 Action 2
Source	LCFF Base	LCFF Base	LCFF
Budget Reference	Core Instructional Materials	Core Instructional Materials	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Improve student academic outcomes by effectively collaborating with parents, families, and community partners to support student learning and achievement. (Aligns with WASC Action Plan #3)

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6

Local Priorities:

Identified Need:

There is a need to create a positive school climate and increase opportunities for parent engagement/participation to improve student outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain suspension rates <2%	0%	0%	0%	0%
Maintain expulsion rates <1%	0%	0%	0%	0%
50% reporting safe learning environment at school	50%	65%	80%	More than 90%
Parent Involvement	Offer 3 workshops Offer 3 meetings, one per trimester and include 3 additional members	Maintain and offer new topics Offer 3 meetings, one per trimester and include 5 additional members	Maintain and offer new topics Offer 3 meetings, one per trimester and include 8 additional members	Maintain and offer new topics Offer 3 meetings, one per trimester and include 10 additional members

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Workshops Parent Advisory Meetings				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

THDA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system.

1. All students in high school will be enrolled in an onsite Academic Advisory courses (SEL) that will address: Life Skills, bullying, College/Career Pathway.

THDA has purchased Salesforce service to track/monitor Taylion graduates; to create an Alumnus base, communicate and welcome graduates back to THDA; and to monitor the number of graduates who pursue post-secondary education.

3. Create learning communities by grade level through team building activities (at the beginning of the school year and every 45 days,

2018-19 Actions/Services

THDA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system.

1. All students in high school will be enrolled in an onsite Academic Advisory courses (SEL) that will address: Life Skills, bullying, College/Career Pathway.

2. THDA has purchased Salesforce service to track/monitor Taylion graduates; to create an Alumnus base, communicate and welcome graduates back to THDA; and to monitor the number of graduates who pursue post-secondary education.

3. Create learning communities by grade level through team building activities (at the beginning of the school year and every 45 days,

2019-20 Actions/Services

THDA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system through PBIS training with SELPA.

1. All students in high school will be enrolled in an onsite Academic Advisory courses (SEL) that will address: Life Skills, bullying, College/Career Pathway.
2. THDA has an internal database to track/monitor Taylion graduates; to create an Alumnus base, communicate and welcome graduates back to THDA; and to monitor the number of graduates who pursue post-secondary education.
3. Create learning communities by grade level through team building activities (at the beginning of the school year and every 45 days, thereafter) onsite.

2017-18 Actions/Services

thereafter) onsite.

4. Community Outreach Coordinator will create an annual plan for THDA to host schoolwide events that integrate the community:
- Fairs/events
 - Blood Drives
 - Community Clean-up

2018-19 Actions/Services

thereafter) onsite.

4. Community Outreach Coordinator will create an annual plan for THDA to host schoolwide events that integrate the community:
- Fairs/events
 - Blood Drives
 - Community Clean-up
 - Etc.

2019-20 Actions/Services

4. Community Outreach Coordinator will create an annual plan for THDA to host schoolwide events that integrate the community:
- a. Fairs/events
 - b. Blood Drives
 - c. Community Clean-up

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$284,560	\$284,560	Cost included in goal 1 and goal 2
Source	LCFF Base, Con, Supplemental	LCFF Base, Con, Supplemental	LCFF Base, Con, Supplemental
Budget Reference	LCFF Base, Con, Supplemental	LCFF Base, Con, Supplemental	[Add budget reference here]

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

THDA's Leadership Team will review and revise the school's School Safety Plan and conduct monthly drills that will be documented as part of emergency preparedness.

THDA will install security cameras schoolwide that will be monitored by school staff.

2018-19 Actions/Services

THDA's Leadership Team will review and revise the school's School Safety Plan and conduct monthly drills that will be documented as part of emergency preparedness.

THDA will test and update all security cameras schoolwide that will be monitored by school staff. In addition, improve Cyber security.

2019-20 Actions/Services

THDA's Leadership Team will review and revise the school's School Safety Plan and conduct monthly drills that will be documented as part of emergency preparedness.

THDA will test and update all security cameras schoolwide that will be monitored by school staff. In addition, improve Cyber security.

2017-18 Actions/Services

School Director will develop a supervision plan to ensure schoolwide supervision during school hours.

2018-19 Actions/Services

School Director will develop a supervision plan to ensure schoolwide supervision during school hours.

2019-20 Actions/Services

Principal will develop a supervision plan to ensure schoolwide supervision during school hours.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	LCFF S/C – 4400	LCFF S/C – 4400	LCFF S/C – 4400

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services**OPPORTUNITIES FOR PARENT ENGAGEMENT**

THDA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners.

The Community Outreach Coordinator will communicate with parents on upcoming events, volunteer opportunities, monthly parent meetings and upload events to the school's website.

Develop and disseminate monthly newsletters in English and Spanish for parents.

Communicate with parents using Google Text or by digital means

2018-19 Actions/Services**OPPORTUNITIES FOR PARENT ENGAGEMENT**

THDA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners.

The Community Outreach Coordinator will communicate with parents on upcoming events, volunteer opportunities, monthly parent meetings and upload events to the school's website.

Develop and disseminate monthly newsletters in English and Spanish for parents.

Communicate with parents using Google Text or by digital means

2019-20 Actions/Services**OPPORTUNITIES FOR PARENT ENGAGEMENT**

THDA believes parents play a critical role in their child's success. THDA's goal will be to implement programs that will engage parents as partners.

The Community Outreach Coordinator will do the following the increase parent engagement:

1. communicate with parents on upcoming events, volunteer opportunities, monthly parent meetings and upload events to the school's website.
2. Develop and disseminate monthly newsletters in English and Spanish for parents.

2017-18 Actions/Services

such as Parent Square. Host parent workshops
College & Career Night Parenting Workshop Understanding CAASPP Results
Host parent/student orientation where students and Parents meet school staff, learn about resources and tour the school. Host Back-to-School Night. Host Open House annually. THDA has partnered with Emotional Health Agencies who provides socio-emotional counseling offsite.

2018-19 Actions/Services

such as Parent Square. Host parent workshops
College & Career Night Parenting Workshop Understanding CAASPP Results
Host parent/student orientation where students and Parents meet school staff, learn about resources and tour the school. Host Back-to-School Night. Host Open House annually. THDA has partnered with Emotional Health Agencies who provides socio-emotional counseling offsite.

2019-20 Actions/Services

3. Communicate with parents using Parent Square.
4. Host parent workshops including
 - a. College & Career Night
 - b. Understanding Renaissance Scores
 - c. How to be an effective homeschool parent teacher
5. Host parent/student orientation where students and Parents meet school staff, learn about resources and tour the school.
6. Host Back-to-School Night.
7. Host Open House annually. THDA offers social and emotional counseling with the school psychologist.

Parent decision making will take place through THDA advisory council to allow parents, students, staff and community members with opportunities for input in decision making.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See cost for support salaries from previous action 2	[Add amount here]	Costs included in Goal 1 and Goal 2
Source	See cost for support salaries from previous action 2		
Budget Reference	See cost for support salaries from previous action 2		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

THDA's unduplicated pupil percentage is 81% and continues to be a group that the school supports. The THDA staff continues to allocate the supplemental and concentration funds to improve access to high quality supplemental materials to support the CCSS. THDA staff selects instructional materials that are directly beneficial to the needs of students with low SES. Secondly, THDA will continue to focus on improving professional development for 100% of our teachers. THDA will receive additional CSI and Block grant funding to strengthen professional development efforts to enhance Math, ELA, Writing, and SEL initiatives. THDA will continue to provide support and training for data driven approaches with student benchmarks, state assessments, EL reclassification, Special Education, and social and emotional learning curriculum. As a DASS school, THDA services are geared toward improving student achievement for at-promise youth and directed towards English learners and economically disadvantaged students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcf@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?