Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy/Adelanto	Timothy A Smith, EdD Executive Director	tsmith@taylion.com (760) 843-6622

Plan Summary [2020-21 Year]

General Information

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

Taylion High Desert Academy (THDA) is a small non classroom-based charter school with a total of eleven certificated and three 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 both a WASC accredited school with approval up to 2025. THDA curriculum is also NCAA-approved.

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 and learning. 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 2018.

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 access to the following educational platforms and format

- Online Learning for grades K-12
- Homeschool for grades K-12
- Independent Study (IS) for grades 7-12

THDA LEARNING CENTERS:

THDA was established in fall 2013 and is currently in its eighth year of operation. In fall of 2021, THDA will have three locations in the High Desert:

• Adelanto: Opened Fall 2013 (11336 Bartlett Ave #9)

• Victorville: Opened January 2014 (14196 Amargosa Road)

• Adelanto: Opened Fall of 2019 (14181 US Highway 395 building B Unit #2)

MISSION

Taylion 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) 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 and NCAA requirements. Online students will have access to online portals such as Apex Learning, Strong Mind, Graphite Squad, and Prodigy 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:

1.8% American Indian or Alaska Native

0.4% Asian Indian

18.8% Black/African American

0.4% Chinese

0.4% Filipino

39% Hispanic or Latino; 5.4% Mexican American
2.2% Other Pacific Island

0.4% Puerto Rican

27.1% White

0.2% Declined to State

3.9% Unspecified

Hispanic 62.5%

Not Hispanic 37.5%

Female 50.5%

Male 49.5%

Grade Level

KN - 8

1st - 9

2nd -5

3rd -5

4th - 11

5th - 9

6th - 10

7th - 17

8th - 16

9th - 68

10th - 58

11th - 50

12th - 39

Total - 303

Socio-economically Disadvantaged 77.8%

Special Education 12.6%

Reflections: Successes

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

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 At, 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 guests.

-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 Balanced ELA and Math scores out-performed like DASS schools.

-Aligned traditional curriculum and created a digital curriculum

-More A-G courses offered through StrongMind and APEX online programs

- Additional elective offerings provided through Graphite Squad (art) as well as the addition of Prodigy, which reinforces math skills online.

-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%).

-THDA cou courses NCAA-approved

- Local summer school partnership with Silverado High School supporting local students

- Federal Addendum completed and approved for Title I, Title II, and Title IV funding

Reflections: Identified Need

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

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 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 certification 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.

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 has 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 continue utilizing the Renaissance Learning STAR 360 suite of assessments for 2021-22 in conjunction with Edmentum's Exact Path intuitive lessons that address performance gaps for individual students.

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 2021-22 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 supports

LCAP Highlights

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

In 2021-2022, 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 continue to provide teachers and administrators training in Writing/ELA, Assessment, 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 support. Teacher and student meetings will also increase in time and instructional structure (in-person and online) to provide academic and SEL-based support. THDA's personalized learning model will also improve through the online Dream Catcher program. THDA senior students will continue to have access to 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 other student-led opportunities. Furthermore, THDA has established partnerships with Goodwill, Victor Valley College, high desert workforce development partners, and the high desert chambers of commerce. These connections allow THDA students to be Responsible Citizens and Effective Communicators.

Comprehensive Support and Improvement

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

Schools Identified

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

Taylion High Desert Academy

Support for Identified Schools

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

HDA 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

A description of how the LEA will monitor and evaluate the 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.

Stakeholder Engagement

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

[Respond here]

A summary of the feedback provided by specific stakeholder groups.

[Respond here]

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

[Respond here]

Goals and Actions

Goal #1

Goal	Description
Goal #1	Continue to develop an infrastructure for ongoing analysis of student achievement data: reading/writing and math assessments; demographics; measurement of program efficacy of all three THDA programs: independent study, home study, and distance/virtual learning; ensuring the maximization of physical, human, and financial resources with the overall goal of tailoring intervention programs for all subgroups of students.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students at Taylion High Desert Academy receive an appropriate individualized learning path developed with multiple opportunities to succeed academically.

The actions in this goal address the following state priorities:

Priority 1 - Basic Services
Priority 4 - Pupil Achievement
Priority 8 - Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language	All students ColorGauge: Orange	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students ColorGauge: Green

Arts Indicator					
CA School Dashboard Mathematics Indicator	All students ColorGauge: Red	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students ColorGauge: Yellow
CA School Dashboard Graduation Rate Indicator	All students ColorGauge: Red	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students ColorGauge: Yellow or Green

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	STAFFING TO SUPPORT EDUCATIONAL PROGRAM	STAFF Taylion High Desert Academy provides a high-quality education that is WASC-Accredited, NCAA approved, and offers 3 types of programs within its K-12 schools: Independent Study; Homeschool, and Online Learning. The following credentialled staff are instrumental in providing all	[$ 0.00]	[Y/N]

		students with a Common Core aligned educational program: Loss of the San Bernardino site resulted in a change of hiring plans and employed educators. However, THDA currently employees the following credentialed staff to support students: 1. Executive Director 2. Principal 3. Director of Special Education 4. Director of EL Services 5. School Counselor 6. Director of Compliance 7. Director of Marketing		
Action #2 ASSESSMENTS		ASSESSMENTS THDA implements the following assessments to drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements	[$ 0.00]	[Y/N]

		are met by all subgroups: Renaissance STAR benchmark testing in ELA and Math for grades K-12 three times/year. THDA participates in and interprets data from all state mandated CAASPP assessments. THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment data used for placement. THDA will provide onsite Math workshops for targeted students based on diagnostic assessment data used for placement. Students will have access to 1:1 tutoring with their designated teacher.		
Action #3	TECHNOLOGY	<u>TECHNOLOGY</u> In order to provide all students with access to 21st-century learning experiences,	[$ 0.00]	[Y/N]

| | | THDA provides:

- 300 newly acquired Chromebooks
- 50 Hot Spots
- Using data from Renaissance STAR test results, Individual Learning Paths have been created in Edmentum's online Exact Path program for each THDA student. Students then utilize lessons tailored for their learning needs to practice and master specific skills identified in their Ren STAR assessments.
- Grades 1-8 can improve their math skills using the online gaming program Prodigy for remediation and strengthening mastery.
- Future Purchases:
  1- Improved bandwidth for each of the three THDA sites
  2- Computer Labs at multiple sites | | |

Goal Analysis [2020-21 Year]

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

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

Goal #2

Goal #2	Description
	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).

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all Taylion High Desert Academy teachers are provided with relevant and timely professional development that exposes them to all CA state/Common Core standards, best practices, and compliance.

State Priorities addressed by this goal: 1, 2, 5, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

WASC Action Plan	100% teachers trained with appropriate professional development	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	100% teachers trained with appropriate professional development
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action	Title	Description	Total Funds	Contributing
Action 1	Professional Development	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 focus for the school year: • Common Core State Standards: ELA/ELD Frameworks, Math, & NGSS • Instructional Coaching • Writing across the curriculum: (6 Writing Traits) • Social Emotional Learning • Targeted Interventions for ELL and SPED support • Implementing & Analyzing Renaissance STAR Assessments THDA will continue to provide all teachers with training on Edmentum's Exact Path	[$ 0.00]	[Y/N]
Action 2	Curriculum	CURRICULUM THDA will purchase and/or subscribe to the following Common Core aligned curriculum: • Online programs (A-G aligned and NCAA approved): Apex Learning, Strong Mind • Edmentum: Exact Path • Positive Prevention • Graphite Squad	[$ 0.00]	[Y/N]

		- Prodigy - EverFi - Dream Catchers - Leadership Team will research Math and NGSS curriculum to meet the needs of students		
Action 3	Student Engagement	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, Exposure to specific Career Choices (i.e. field trips to Hair Salons, Car Dealerships, etc.). Field trips to Colleges/Universities (specifically Victor Valley Community College and UC Riverside) and Trade School options. All students will have access to an academic advisory through THDA's counselor. High school students will attend college fairs and FAFSA Application workshops. As part of THDA's ongoing college-going culture, all students in grades 9-10 will be encouraged to take the PSAT and in grades 11-12, the SAT/ACT. THDA 6 – 12th grade students will also be able to participate in the school's ASB and experience leadership opportunities to provide school spirit, community outreach, fundraising activities, etc. Social and Emotional Learning will be provided with a combination of online Edmentum BASE curriculum, bi-monthly counselor/teacher guided classroom sessions, and social events aligned with the curriculum. Incorporation of THDA's Wellness Center website and Care Solace's tools will also be integrated into the program.	[$ 0.00]	[Y/N]

Goal Analysis [2020-21]

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

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

Goal #3

Goal #3	Description
	THDA will improve student academic outcomes by effectively collaborating with parents, stakeholders and community partners in order to support student learning and achievement. (Aligns with WASC Action Plan #3)

An explanation of why the LEA has developed this goal.

This goal will provide the community and stakeholders opportunities to support THDA's students in various ways while participating in the accountability and decision making process, and monitoring THDA's goals and progress towards improved student learning and achievement.

State Priorities addressed by this goal: 1, 3, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
California School Dashboard; School Pathways, Student Information System (SIS)	Maintain suspension rates <1%	THDA's suspension rate is currently 0%.	[Insert outcome here]	[Insert outcome here]	THDA's suspension rate will continue to be <1%.
California School Dashboard; School Pathways, Student Information System (SIS)	Maintain expulsion rates <1%	THDA's suspension rate is currently 0%	[Insert outcome here]	[Insert outcome here]	THDA's suspension rate will continue to be <1%
Annual student survey.	Fifty percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.	Blankpercent of students agree or strongly agree that THDA is preparing them towards their college/career goals.	[Insert outcome here]	[Insert outcome here]	Seventy-five percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.
Annual parent survey	Fifty percent of parents will respond that they are satisfied or very satisfied with the level of support students receive from their teachers at THDA.	Blankpercent of parents are satisfied or very satisfied with the level of support students receive from their teachers at THDA.			Seventy-five percent of parents will respond that they are satisfied or very satisfied with the level of support students receive from their teachers at THDA.
ParentSquare, an online informational notification system	THDA will provide parents with 3 or more opportunities to attend workshops/ trainings each school year to increase awareness,	THDA provided parents with more than three workshop/ training opportunities: THDA's Virtual Back to School Night, Online Cyberbullying and Digital Drama			THDA will provide parents with one or more workshop/ training opportunities to attend each month.

	engagement and participation.	Webinar, Online Parent workshop to help prevent online exploitation, Loving Solutions Virtual Parent training, and Building Your Summer Toolbox Virtual Training.			
PAC Meeting and Parent Focus Group	The Parent Advisory Committee (PAC) will provide the opportunity for parents to participate and voice their opinions in THDA's accountability and decision-making process.	Three parents were interviewed and given the opportunity to discuss reasons they chose to enroll their children at THDA, preferred methods of communication, and resources/ supports THDA provides and may provide to assist families.			PAC Meetings will continue to provide parents the opportunity to participate and voice their opinions in THDA's accountability, and decision-making process.
Annual Safety Inspection	THDA will conduct an Annual Safety Inspection. More than 50% of students report they agree or strongly agree that they feel safe on campus. More than 50% of parents report the THDA campus to be safe or very safe.	THDA's Annual Safety Inspection was conducted on blankdate. Per the Annual student and parent surveys conducted, blankpercent of students reported they agree or strongly agree that they feel safe on campus, and blankpercent of parents reported the THDA campus is safe or very safe.			THDA will continue to conduct an Annual Safety Inspection in order to maintain a safe school and learning environment.

Actions

Action	Title	Description	Total Funds	Contributing
Action 1	SCHOOL CLIMATE	THDA will continue to provide community outreach opportunities and activities to promote and sustain a safe and welcoming learning environment for students and stakeholders. 1. All students, families, and school staff members will continue to have access to mental health resources. 2. High School students in grades 9th-12th will continue to have the opportunity to take a college/career preparation course annually. 3. THDA will utilize an internal spreadsheet for teachers and staff to document student alumni for communication and support. THDA graduates will be contacted annually during their first two years after graduation to determine their current career/training,educational pursuits, successes and needs. 4. THDA will provide students with opportunities for academic and learning growth through field trips, college/career preparation guidance and resources. 5. THDA's Community Outreach efforts will provide the following events and opportunities: ○ Grab-n-Go Lunches ○ Various resources, workshops, trainings, and information provided via ParentSquare ○ Community Clean-up Day ○ Blood Drive ○ Attend fairs/events within the High Desert area	[$ 0.00]	[Y/N]
Action 2	SCHOOL SAFETY	THDA will continue to prioritize school safety with the following measures: 1. THDA's Leadership Team will continue to maintain and update the School Safety Plan annually. 2. THDA will continue to promote and participate in the annual Shake Out earthquake preparedness drill. 3. THDA will discuss emergency preparedness in monthly staff meetings. 4. THDA's location will continue to be monitored with alarms for around the clock monitoring and safety. 5. THDA's cyber security will continue to be maintained through its IT service.	[$ 0.00]	[Y/N]

		6. THDA will continue to maintain a weekly chart of staff members' site location presence to ensure adequate student monitoring and supervision occurs during operating hours and during school activities. 7. THDA will continue to complete an annual Facility and Inspection Report.		
Action 3	STUDENT ENGAGEMENT	THDA will continue to provide opportunities for parents to increase their capacity to be informed and involved for a better understanding of THDA's students' educational program. 1. THDA parents and students will continue to receive information frequently regarding events and resources via ParentSquare. 2. THDA teachers will continue to contact parents regarding student progress. Per parent feedback, emails regarding school information, and text for direct communication with teachers is the most effective. Communication to parents occurs through emails, ParentSquare, text, meetings virtually or in-person. 3. THDA will continue to provide parents and students with an orientation before attending THDA, Back to School Night, and various activities, events and workshops/trainings during the school year. 4. Students and families will continue to be provided with ongoing information, community resources, services, and opportunities throughout the school year. 5. THDA plans to provide the following workshop opportunities for students: ○ FAFSA ○ College/Career Planning and Preparedness ○ Preparing for and Understanding State Testing Results 6. THDA will continue partnerships with CareSolace, a mental health support concierge service; Desert Mountain Children's Center (DMCC) for supports and services in the areas of special needs and mental health needs; Desert Mountain Charter Special Education Local Area Control (DMC SELPA) for special education needs, supports, and services; Goodwill Education Center for postsecondary supports and services; the Department of Rehabilitation for career training services and supports for students with special needs; Victor Valley College's Bridge Program for college bound students.	[$ 0.00]	[Y/N]

Action 4	PARENT DECISION MAKING	THDA will maintain a Parent Advisory Committee to provide parents with the opportunity for involvement in THDA's decision-making process utilized to review goals, inform progress, and maintain accountability.		

Goal Analysis [2020-21]

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

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

Analysis of the 2020-21 goals will occur during the 2021-22 update cycle.

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

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

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

[Insert percentage here]%	[Insert dollar amount here]

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

Required Descriptions

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

[Provide description here]

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

[Provide description here]

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement

with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

    - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.