LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Taylion High Desert Academy
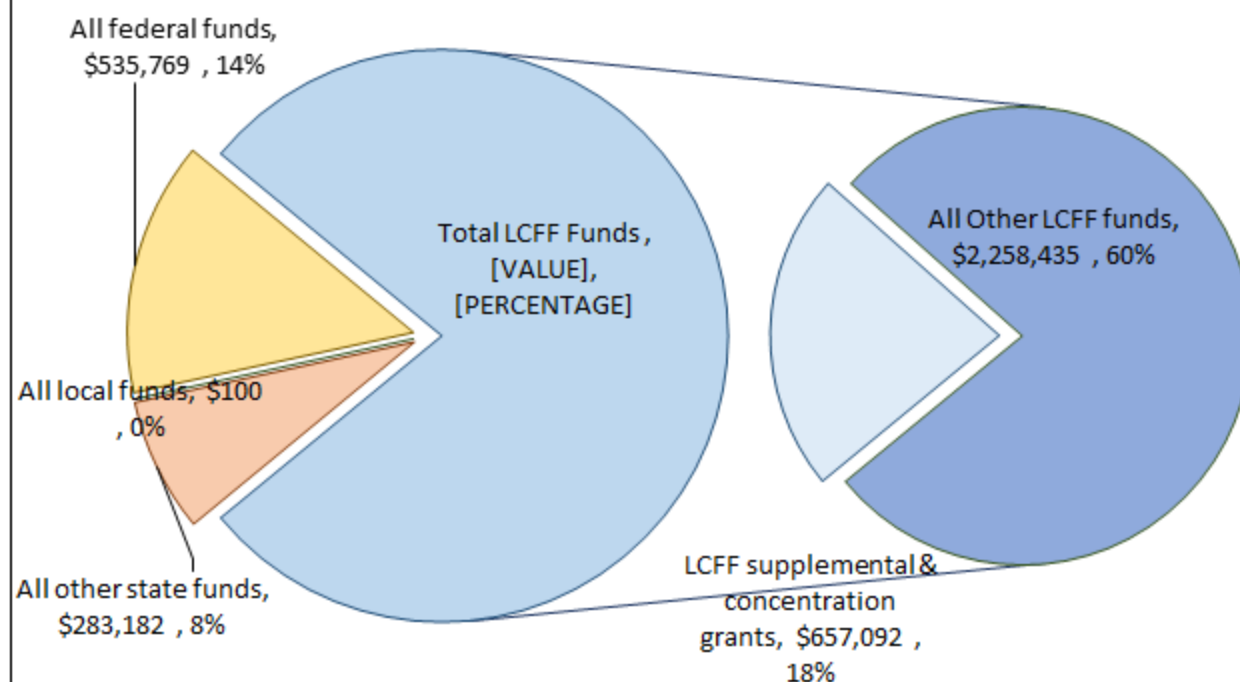
CDS Code: 36675870128462

School Year: 2021 – 22

LEA contact information: Aaron Ritter

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
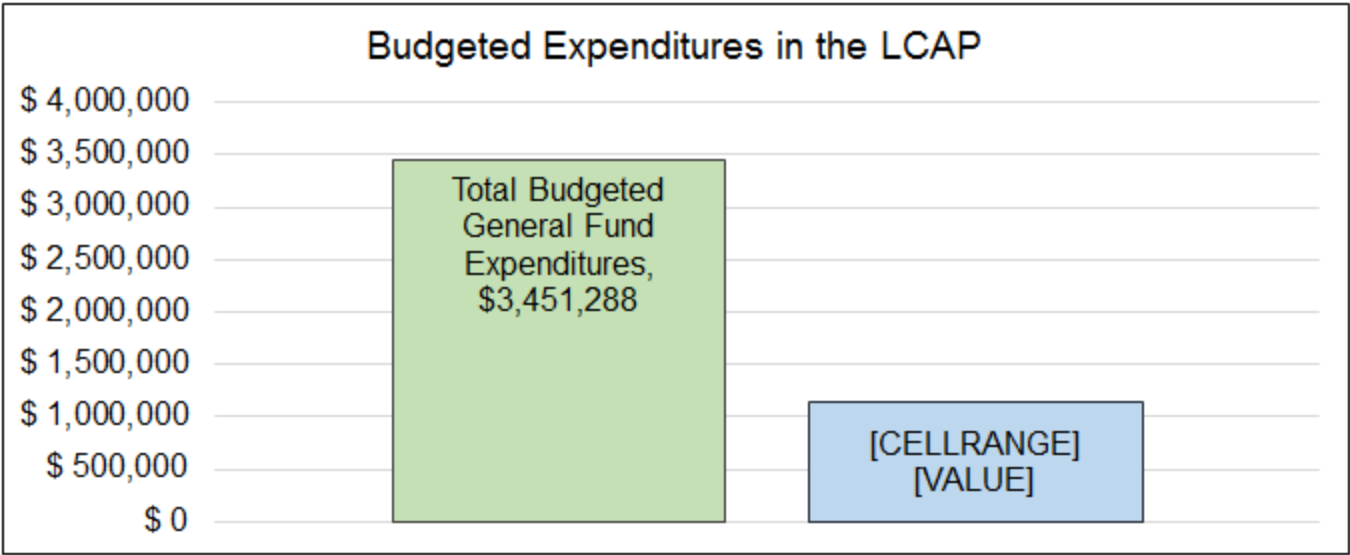
Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $535,769 , 14%

All local funds, $100 , 0%

All other state funds, $283,182 , 8%

Total LCFF Funds , [VALUE], [PERCENTAGE]

LCFF supplemental & concentration grants, $657,092 , 18%

All Other LCFF funds, $2,258,435 , 60%

This chart shows the total general purpose revenue Taylion High Desert Academy expects to receive in the coming year from all sources.

The total revenue projected for Taylion High Desert Academy is $3,734,578.00, of which $2,915,527.00 is Local Control Funding Formula (LCFF), $283,182.00 is other state funds, $100.00 is local funds, and $535,769.00 is federal funds. Of the $2,915,527.00 in LCFF Funds, $657,092.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,451,288

[CELLRANGE] [VALUE]

This chart provides a quick summary of how much Taylion High Desert Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
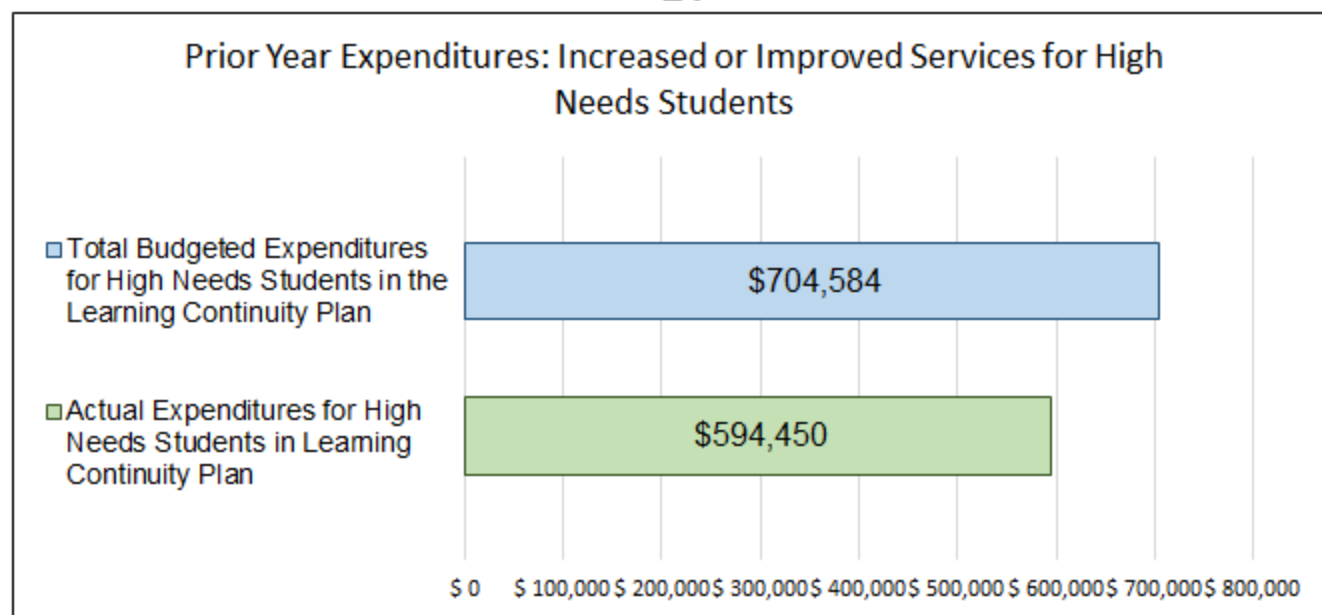
Taylion High Desert Academy plans to spend $3,451,288.00 for the 2021 – 22 school year. Of that amount, $1,142,810.00 is tied to actions/services in the LCAP and $2,308,478.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not in the LCAP include, but are not limited to the following: Back Office Services, Audit Fees, District Oversight Fees, Payroll Fees, Facility Rent, Utilities, some staff, and Liability Insurance.

Increased or Improved Services for High Needs Students in the LCAP for the 2021

In 2021 – 22, Taylion High Desert Academy is projecting it will receive $657,092.00 based on the enrollment of foster youth, English learner, and low-income students. Taylion High Desert Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Taylion High Desert Academy plans to spend $1,099,680.00 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$704,584
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$594,450

$0 $100,000 $200,000 $300,000 $400,000 $500,000 $600,000 $700,000 $800,000

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

In 2020 – 21, Taylion High Desert Academy's Learning Continuity Plan budgeted $704,584.00 for planned actions to increase or improve services for high needs students. Taylion High Desert Academy actually spent $594,450.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $110,134.00 had the following impact on Taylion High Desert Academy's ability to increase or improve services for high needs students:

High needs students at THDA were still served exceptionally well and services were still increased

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Taylion High Desert Academy
CDS code:	36675870128462
LEA contact information:	Aaron Ritter
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year	Amount
Total LCFF funds	$ 2,915,527
LCFF supplemental & concentration grants	$ 657,092
All other state funds	$ 283,182
All local funds	$ 100
All federal funds	$ 535,769
Total Projected Revenue	$ 3,734,578

Total Budgeted Expenditures for the 2021 – 22 School Year	Amount
Total Budgeted General Fund Expenditures	$ 3,451,288
Total Budgeted Expenditures in the LCAP	$ 1,142,810
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,099,680
Expenditures not in the LCAP	$ 2,308,478

Expenditures for High Needs Students in the 2020 – 21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 704,584
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 594,450

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not in the LCAP include, but are not limited to the following: Back Office Services, Audit Fees, District Oversight Fees, Payroll Fees, Facility Rent, Utilities, some staff, and Liability Insurance.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.	High needs students at THDA were still served exceptionally well and services were still increased throughout the 2020-21 year given the longevity of the pandemic. The school had planned on rolling out tutoring services in 2020-21, but due to the length of the pandemic and having a hard time finding people to bring on, these services were delayed. The school instead utilized its current staff, additional curriculum supports, tech and hotspots to adequately serve its high needs with any need they had during this extraordinary year.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy	Timothy Smith - Executive Director	tsmith@taylion.com (760) 666-0329

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

Goal 1

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:

Annual Measurable Outcomes

Expected	Actual

1. Establish baseline using 2017-18Fall NWEAMathBenchmark Assessments. 2. CAASPP ELA Assessment Targets. Increase the percent of students who attain proficiency or higher by 5% for all students. 3. Percent of ELL students advancing by one proficiency level as 24% 4. Reclassification Rate was 25% 5. Percent of ELL meeting English Proficiency on the ELPAC was 25% 6. Decrease percent of Long-Term English Learners was 35% 7. 2016 EAP baseline 0 9. 8.0 9. 0 10. Student Device ratio 4:1 was met 11. Taylion met the state requirement for the Physical Fitness Test	1. NWEA Math benchmark assessments has been changed to a different assessment. 2. ELA for 2018 CAASPP Met or Exceeded 17% 3. Percent of ELL students advancing by one proficiency level 10% 4. Reclassification Rate 2018 17% (10 out of 59) 5. Percent of students meeting proficiency on ELPAC 5% 6. Decrease percent of Long Term English Learners to 2% 7. EAP 8. SAT – 8 Students took SAT 9. 0 10. Student Device ratio 1:1 Chromebooks 11. Physical Fitness Test requirement was met

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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:THDA will employ 8 teachers that are appropriately credentialed and assigned. THDA will employ 2 Administrative Assistants that	$1,405,527	$1,924,049

will serve as the registrar 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 • Director ofCompliance • Director ofMarketing/IT • Curriculum & Instructional Coaching

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 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 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 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 longterm 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. 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 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
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.

Goal Analysis

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

The 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 consistedwith 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 has not been implement to-date, but is an ongoing priority.. 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.

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	Actual
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.	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 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:

Decrease MS Dropout rate by 1%

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

annually Decrease HS Dropout rate by 1% annually Increase HS graduation by 1% annually

Establish baseline for % of students graduating meeting UC A-G.

All of our teachers have access to instructional materials that are standards aligned to a largeextent.

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.

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

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 academic year. We are also preparing for WASC's 3 Year visit.

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 purchased licenses for the online program including

(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. Books/Publishers:

College Beginning Algebra (Auffman, Barker Lockwood), Int. Math (McGraw Hill), High Point EL Support, and ELA novels

STUDENT ENGAGEMENT THDA provided students with meaningful learning experiences beyond our educational programs.

gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the school year:

• Common Core StateStandards: 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.

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.

COURSE ACCESS

THDA provided students with a

relevant andrigorous 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- 12 . THDA provided the instructional services to students enrolled in these academic programs using the following platforms and strategies.

Google Classroom/Fuel ED Platform which includes A-G approved courses

SB Community College District and Victor Valley College Concurrent Enrollment

Partnerships were established with local community colleges. Students participated in Victor Valley College Bridge program and SB Community District College Workforce Readiness program.

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.

THDA provides all students with a rigorous academic program through various platforms including: 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 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.

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.

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.

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.

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.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 • 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. Inlcuded in Goal 1/ action 3 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	$254,479	$743,609

Career Readiness class by purchasing the Dream Catcher Program. Purchase instructional materials including Science Lab equipment (UC A-G).		
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. COURSE ACCESS THDA provides all students with arigorous 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 students with the opportunity to participate in concurrent enrollment.		

Goal Analysis

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

The 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 consistedwith 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

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

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."
	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 thisgoal
	
	4. THDA met thisgoal
	
	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

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1	$2,500	$6,267

Planned Actual Budgeted Estimated Actual Actions/Services Actions/Services Expenditures Expenditures

SCHOOL CLIMATE

THDA will implement the following in order to provide all students and staff with a safe, welcoming learning

THDA successfullyimplemented outreach activities to promote and sustain a safe and welcome learning

Total $0 – LCFF Base S/c (included in Goal 1)

$0 LCFF Base – 4100 (included in Goal 1)

Total $0 – LCFF Base S/c (included in Goal 1)

$0 LCFF Base – 4100 (included in Goal 2)

Planned Actual Budgeted Estimated Actual Actions/Services Actions/Services Expenditures Expenditures

environment. THDA will implement a positive behavior system.

1. All students in high school will be enrolled in onsite academic advisory courses that will address: Life Skills, bullying, College/Career Pathway.

2. 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.

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

environment for all students, staff, and our visitors, including parents.

1. 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.
2. THDA discontinued use of Salesfrce to track and monitor students. In 2018, THDA created an internal data dashboard on the THDA Intranet.
3. THDA created learning communities and developed and mapped out team building activities throughout the year.
4. THDA's Community Outreach Coordinator created an annual plan for THDA to host schoolwide events that integrated communities from San Bernardino County High

$0 LCFF S/C – 4305 (Included in Goal 2)

$0 LCFF S/C – 4305 (Included in Goal 2)

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

• Community Clean-up

Desert and City communities which included blood drives, community fairs, Career within the regions.

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.

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

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

THDA will administer annual facility inspection report.

ACTION 3

OPPORTUNITIES FORPARENT ENGAGEMENT

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.

1. Develop and disseminate monthly newsletters for parents.

2. Communicate with parents

using Google Text.

3. Host parent workshopsCollege & Career Night Parenting Workshop Understanding CAASPP Results		
4. Host parent/student orientation where students and parents meet school staff, learn about resources and tour the school.		
5. Host Back To School Night.		
6. Host Open House annually.		
7. Partner withLifeLine, a provider of socio-emotional counseling offsite.		
Action 4		
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.		

Goal Analysis

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

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.

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.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Appropriate safety measures such as plexiglass shields, masks, gloves, and general cleaning supplies must be available and in place prior to in-person instruction occurring. Additionally, an increase in the deeper office cleaning utilizing a professional cleaning service must be in place.	$20,000	$20,299	N
Additional school supplies such as paper, pencils, notebooks, etc., as well as additional student access to technology and software will further improve any actions related to in-person instructional offerings.	$3,500	$13,460	Y

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

THDA followed the actions described above related to COVID-19 restrictions and hygiene recommendations. Doing so allowed limited in-person support to occur and mitigated exposure risk for staff reporting in-person. School supply expenditures increased as a result of COVID-19 as well, ensuring students had access to resources, materials, and curriculum remotely.

Analysis of In-Person Instructional Offerings

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

In-person instructional offerings were limited during the 20-21 school year as a result of COVID restrictions set in place by CDC guidelines and county/state restrictions. While students had access to instructional support online and remotely, in-person support was designated for appointments, and primarily came in the form of pick-up/drop-off of coursework and broad questions answered in a limited fashion.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Renaissance/STAR - Implementation of Renaissance allows teachers to identify growth areas for students and to embed appropriate interventions in their individualized learning plans.	$7,789	$4,913	Y
Edmentum is utilized as an additional support for students based on their Renaissance results and ongoing progress and growth.	$12,333	$0 (bought in PY)	Y

APEX licenses have increased for 7th-12th grade students as a result of enrollment growth and driven by the distance learning methods necessitated by COVID-19 impact on the learning environment.	$10,000	$10,000	Y
StrongMind licenses have been added for 6th-12th grade students as a result of enrollment growth and driven by the distance learning methods necessitated by COVID-19 impact on the learning environment	$10,000	$0 (bought in PY and did not purchase more this year)	Y

Graphite Squad licenses have been added in an effort to provide online elective options for 7th-12th grade students and potential arts enrichment for K-6th grade students.	$2,000	$765	Y
Students with unique needs will be supported by SPED director and SPED teacher via Zoom meetings to ensure continuity of learning. Outside special ed contractors will be brought in as needed.	$185,000	$175,000	Y

Staff and administrators work weekly to collaborate and share ideas on best distance learning practices for students to mitigate any learning losses. Staff holds internal PD sessions, both in person and virtually, to ensure students are meeting the needs and excelling in the programs being offered during the pandemic.	$158,600	$300,137	Y
Implementing new curriculum technologies and tutoring services for students to increase test scores and better prepare students for college. These platforms and interventions will help assist in student learning and increase social and emotional skills. Tutors will be hired on a contract basis to target Math interventions for all grade levels to be done both online and through a hybrid approach. Students will be able to access services Monday-Friday based on their grade levels, needs, and both through individual and group sessions. In addition to math tutoring services, students will access	$228,400	$7,089	Y

"6+1 Writing Traits" exercises, with all staff being trained to ensure students are able to break down the writing process to improve their writing across all subjects.			

Hotspots were purchased to assist disadvantaged students with continuity of learning	$2,200	$2,188	Y

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

As an independent study model school, THDA was equipped to implement the majority of the anticipated services, supports, and expenditures mentioned above. While the intention was to hire tutors to support math intervention, that plan was delayed as the forecast for COVID restrictions eased up. This decision was made in an effort to better support students more fully with both in-person and online options being available beginning as early as summer 2021. Tutors will be hired for the 21-22 school year with math intervention, assessment, and learning loss being the focal points of their daily responsibilities.

Analysis of the Distance Learning Program

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

Continuity of Instruction remained largely unchanged and seamless for students, with both packet-based and online options still available for all students. THDA increased its reach to students as related to Access to Devices and Connectivity, with the school increasing its inventory of both student Chromebooks and hotspots, which were provided to students as needed. Students continued to have access to and utilized online curriculum primarily through APEX, StrongMind, and Graphite Squad LMS offerings.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Renaissance STAR assessment licenses	See above	See above	Y
Edmentum	See above	See above	Y

APEX (based on 7-12 grade, 75 student licenses)	See above	See above	Y
StrongMind (based on 7-12 grade, 50 student licenses)	See above	See above	Y

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

THDA maintained its commitment to providing online curricula and assessment tools for all students utilizing the programs mentioned in this section.

Analysis of Pupil Learning Loss

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

While THDA was successful overall in continuing to, COVID proved to be a challenge as related to addressing Pupil Learning Result. While the school maintained moderate success overall in terms of student attendance/participation, lacking resources such as tutor support as mentioned above did create obstacles related to overall effectiveness.

Analysis of Mental Health and Social and Emotional Well-Being

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

With students experiencing learning loss and lacking in-person support at THDA during the 20-21 school year, the school was successful in implementing a variety of strategies and making multiple resources available to students addressing the social and emotional well-being of its students. During the 20-21 school year the school developed an online portal, providing students with multiple online resources and contacts in the event support was needed. Additionally, staff worked closely with families, providing even more flexibility related to schoolwork, schedules, etc. THDA staff was provided with access to Care Solace resources, making mental health professionals and expertise available free of charge to them as well.

Analysis of Pupil and Family Engagement and Outreach

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

A variety of reengagement strategies were implemented for students absent from distance learning. Each teacher maintained weekly contact with pupils and their families assigned to their rosters. When students did not engage in or turn work in on a consistent, weekly basis, teachers made contact via phone, messaging apps, and email. Additionally, Taylion sent weekly tiered reminder messages via the ParentSquare app to students demonstrating a lack of school engagement. Depending on the level/tier, the messages were directed at the needs of those particular groups of students. Taylion offered all means of communication in English and Spanish, and posted video messages and banner messages on the school's website and social media pages related to student engagement. Tutoring groups were not developed as planned, with that portion of the plan moving to the 21-22 school year and will be available and assigned in-person and via Zoom for students at risk of learning loss.

Analysis of School Nutrition

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

Meals were made available for pick-up weekly on Tuesday and Thursday between 11:00 AM - 2:00 PM. Students picked up at two of Taylion's three locations. Each meal provided included prepackaged foods and includes an entree such as a sandwich, snacks, juice, water, or milk, and a variety of nutritionally adequate snacks and sides. All students regardless of setting (in-person or online) were welcome to pick up these meals each day they are available. This portion of the plan was very successful and met with a high level of positive feedback from parents and students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food is ordered and delivered by Gold Star Foods.	$9,000	$1,500	Y
Pupil and Family Engagement & MH and Social Emotional Well-Being	New school counselor reviews all identified students each learning period and as needed, works with students and families to address their individual academic and personal needs	$75,762	$79,398	Y

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

Overall, there were not any substantive differences in this particular area of the plan during the 20-21 school year.

Overall Analysis

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

Overall, THDA was highly prepared to provide both in-person and distance learning programs in 20-21. However, the impact of COVID restrictions on the daily operations of the school impacted the goals and actions of the 21-24 LCAP. Namely, the allocation of funding for tutor support to address learning loss, particularly in the area of math was included. Additionally, the ongoing commitment to social-emotional learning, ongoing assessment of student performance throughout the school year was addressed in more detail. Providing even more access to resources such as Chromebooks and hotspots became a priority as well.

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

Learning loss will be addressed in the 21-24 LCAP through the implementation of a robust tutoring program complete with in-person tutors, online tutors, and math workshops. Teachers will work closely with tutoring staff to ensure student academic needs are met and measured utilizing Renaissance STAR results multiple times per year, and Exact Path lessons are integrated into current academic courses. Students will continue to be able to access their courses and teachers in-person and online.

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

No additional substantive differences to report.

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

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

The 19-20 LCAP and 20-21 Learning Continuity Attendance Plans reinforced THDA's commitment to improving overall student outcomes in both learning and attendance related goals. The plan to include a team of tutors, ongoing Renaissance STAR assessments that connect to student learning in Exact Path, and the provisions of online and in-person resources were all emphasized in the 21-24 LCAP. While some of these details weren't necessarily new to THDA, a renewed commitment to addressing student outcomes resulted and is reflected in the 21-24 LCAP.

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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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, 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.

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

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.

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	All students ColorGauge: Orange	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	All students ColorGauge: Green

Language 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	$0.00	No

		providing all 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	$371,443.50	Yes

| | | accountability requirements 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 | TECHNOLOGY

In order to provide all students with access to 21st-century | $29,700 | Yes |

		learning experiences, 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.

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 #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	$92,152	Yes
Action 2	Curriculum	CURRICULUM THDA will purchase and/or subscribe to the following Common Core aligned curriculum:	$64,494	Yes

		• Online programs (A-G aligned and NCAA approved): Apex Learning, Strong Mind • Edmentum: Exact Path • Positive Prevention • Graphite Squad • 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.	$15,270	Yes

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

	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, 98% of students reported they agree or strongly agree that they feel safe on campus, and 98% 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
			$123,279	Yes

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.	$43,130	No

		5. THDA's cyber security will continue to be maintained through its IT service. 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
			$158,825	Yes

		students with special needs; Victor Valley College's Bridge Program for college bound students.		
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.	$115,632	Yes

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
29.10%	$657,092

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

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:

  o 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)).

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

  o 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.

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.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 708,736	$ 44,704	$ -	$ 389,370	1,142,810	$ 375,632	$ 747,178

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staffing to Support Educational Program	All	$ -	$ -	$ -	$ -	$ -
1	2	Assessments	All	$ 60,341	$ 39,704	$ -	$ 271,399	$ 371,444
1	3	Technology	All	$ 14,700	$ -	$ -	$ 15,000	$ 29,700
2	1	Professional Development	All	$ 82,152	$ -	$ -	$ 10,000	$ 92,152
2	2	Curriculum	All	$ 74,494	$ 5,000	$ -	$ 5,000	$ 84,494
2	3	Student Engagement	All	$ 7,500	$ -	$ -	$ 7,770	$ 15,270
3	1	School Climate	All	$ 95,000	$ -	$ -	$ 28,279	$ 123,279
3	2	School Safety	All	$ 6,748	$ -	$ -	$ 36,382	$ 43,130
3	3	Student Engagement	All	$ 143,285	$ -	$ -	$ 15,540	$ 158,825
3	4	Parent Decision Making	All	$ 224,516	$ -	$ -	$ -	$ 224,516
								$ -
								$ -
								$ -
								$ -
								$ -
								$ -
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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 701,988	$ 1,099,680
LEA-wide Total:	$ 687,288	$ 1,069,980
Limited Total:	$ -	$ -
Schoolwide Total:	$ 14,700	$ 29,700

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Staffing to Support Educational Program	LEA-wide		All	$ -	$ -
1	3	Technology	Schoolwide	All	All	$ 14,700	$ 29,700
2	1	Professional Development	LEA-wide	All	All	$ 82,152	$ 92,152
2	2	Curriculum	LEA-wide	All	All	$ 74,494	$ 84,494
2	3	Student Engagement	LEA-wide	All	All	$ 7,500	$ 15,270
3	1	School Climate	LEA-wide	All	All	$ 95,000	$ 123,279
3	2	School Safety	LEA-wide		All	$ 6,748	$ 43,130
3	3	Student Engagement	LEA-wide	All	All	$ 143,285	$ 158,825
3	4	Parent Decision Making	LEA-wide	All	All	$ 224,516	$ 224,516
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -
							$ -

Annual Update Table Year 1

			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:	$ 1,142,810	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved	Last Year's Total Planned	Total Estimated Actual Expenditure
1	1	Staffing to Support Educational Program	No	$ -	
1	2	Assessments	Yes	$ 371,444	
1	3	Technology	Yes	$ 29,700	
2	1	Professional Development	Yes	$ 92,152	
2	2	Curriculum	Yes	$ 84,494	
2	3	Student Engagement	Yes	$ 15,270	
3	1	School Climate	Yes	$ 123,279	
3	2	School Safety	No	$ 43,130	
3	3	Student Engagement	Yes	$ 158,825	
3	4	Parent Decision Making	Yes	$ 224,516	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	
				$ -	