

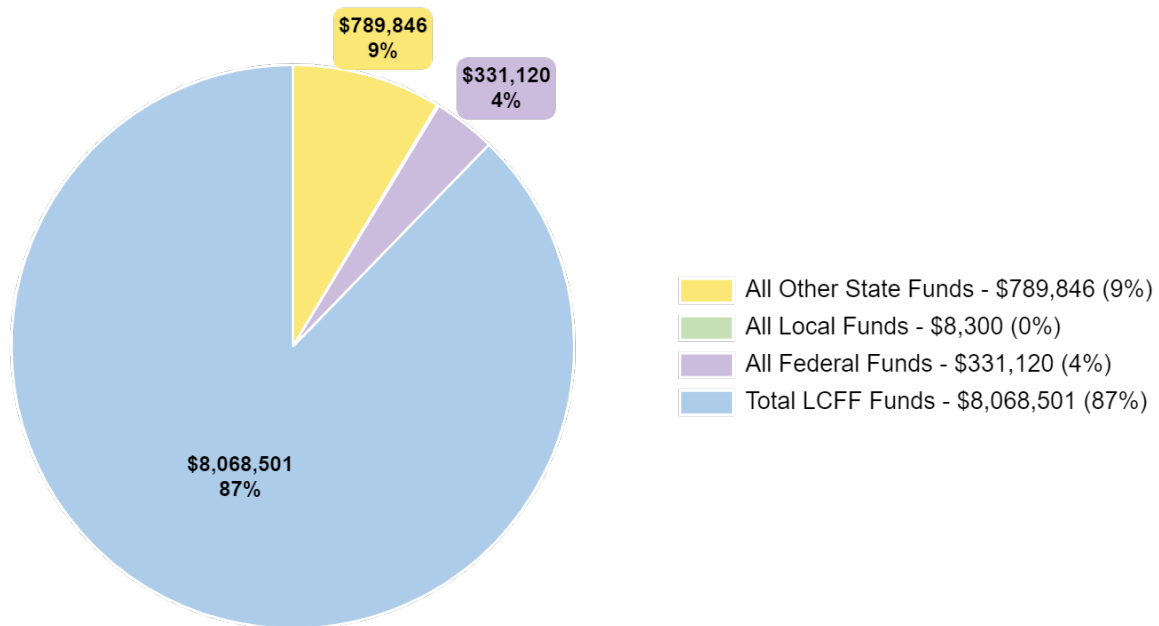
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taylton High Desert Academy/Adelanto
 CDS Code: 36675870128462
 School Year: 2022-23
 LEA Contact Information: Brenda Congo | brenda.congo@taylton.com | (760) 955-5501

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

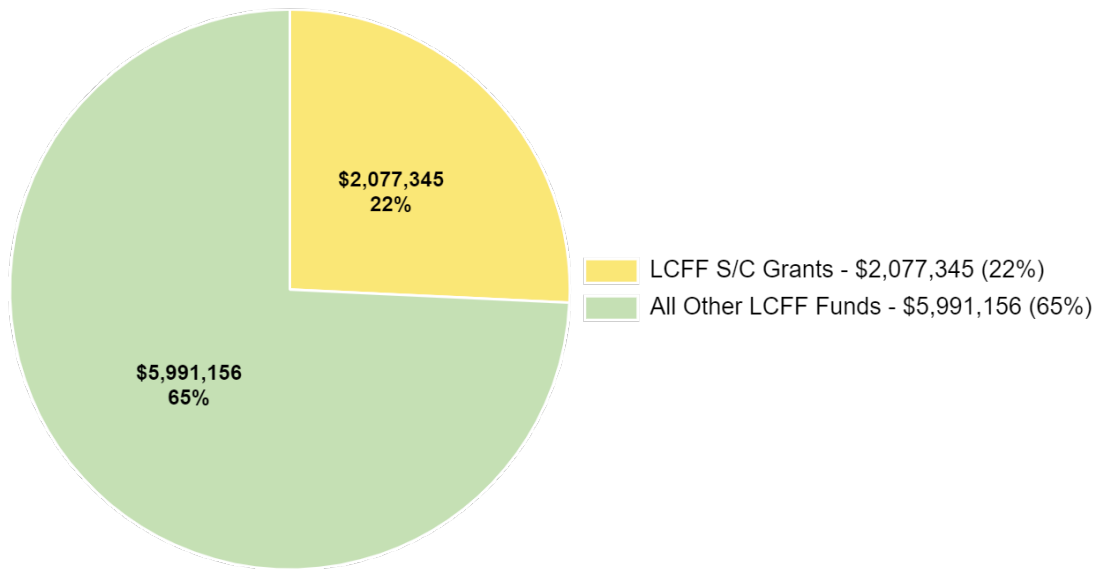
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$789,846	9%
All Local Funds	\$8,300	0%
All Federal Funds	\$331,120	4%
Total LCFF Funds	\$8,068,501	87%

Breakdown of Total LCFF Funds



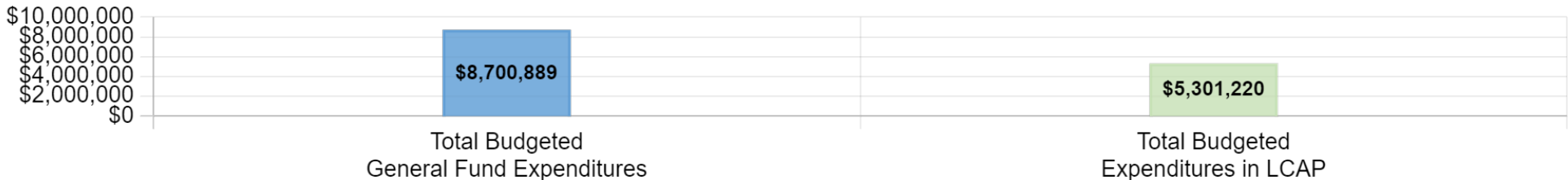
Source	Funds	Percentage
LCFF S/C Grants	\$2,077,345	22%
All Other LCFF Funds	\$5,991,156	65%

These charts show the total general purpose revenue Taylton High Desert Academy/Adelanto expects to receive in the coming year from all sources.

The total revenue projected for Taylton High Desert Academy/Adelanto is \$9,197,767, of which \$8,068,501 is Local Control Funding Formula (LCFF), \$789,846 is other state funds, \$8,300 is local funds, and \$331,120 is federal funds. Of the \$8,068,501 in LCFF Funds, \$2,077,345 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



This chart provides a quick summary of how much Taylton High Desert Academy/Adelanto plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Taylton High Desert Academy/Adelanto plans to spend \$8,700,889 for the 2022-23 school year. Of that amount, \$5,301,220 is tied to actions/services in the LCAP and \$3,399,669 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

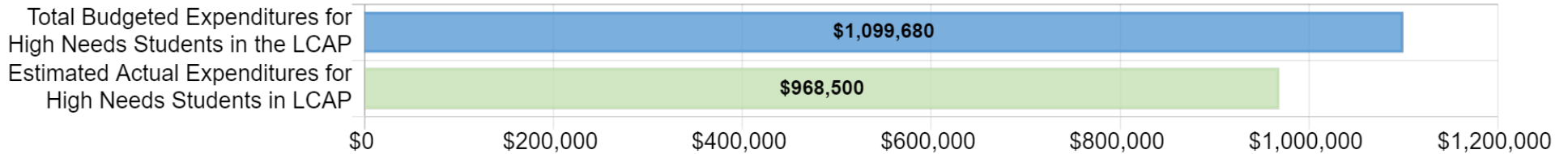
Taylton High Desert Academy planned expenditures not included in the LCAP are: Audit fees, district oversight fees, payroll fees, facility rent, utilities, custodial costs, student information service fees, and liability insurance.

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

In 2022-23, Taylton High Desert Academy/Adelanto is projecting it will receive \$2,077,345 based on the enrollment of foster youth, English learner, and low-income students. Taylton High Desert Academy/Adelanto must describe how it intends to increase or improve services for high needs students in the LCAP. Taylton High Desert Academy/Adelanto plans to spend \$4,466,910 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

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



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

In 2021-22, Taylton High Desert Academy/Adelanto's LCAP budgeted \$1,099,680 for planned actions to increase or improve services for high needs students. Taylton High Desert Academy/Adelanto actually spent \$968,500 for actions to increase or improve services for high needs students in 2021-22. The difference between the budgeted and estimated actual expenditures of \$131,180 had the following impact on Taylton High Desert Academy/Adelanto's ability to increase or improve services for high needs students:

THDA's supplemental/concentration grant funding was reduced from original projections to \$854,726. The school spent down all of its supplemental and concentration grant funds in 2021-22. THDA placed available tutors at each of the three learning centers, implemented two student council advisors, and added school counselors and teachers as the need arose. Students received individualized support from teachers and counselors throughout the year.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

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

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- Total LCFF Funds:** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- LCFF Supplemental & Concentration Grants:** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- All Other State Funds:** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- All Local Funds:** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- All Federal Funds:** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- Brief description for General Fund Expenditures:** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- Total Budgeted General Fund Expenditures:** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special

Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy/Adelanto	Brenda Congo Principal	brenda.congo@taylion.com (760) 955-5501

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

Taylion High Desert Academy has and will continue to engage its educational partners on the use of funds not included in the LCAP. Due to the timing of the LCAP due date by July 1, 2021, and the approval of the State budget a few days thereafter, the following funds were not part of the 2021-22 LCAP: ESSER 3, Educator Effectiveness, and Universal School Meals. To address the best use of these funds for the school and its community, surveys were sent out via email and online in October 2021, press releases were produced in the immediate geographic region, and ongoing discussions with parents and students regarding school enrollment and course progress were constantly considered as needs shifted. Taylion also held weekly staff meetings beginning the start of the school year to address the needs of the school and how ESSER 3 dollars could supplement the programs and supports of the school. ESSER 3 funds were discussed openly at board meetings in June – October 2021 (during the financial report) prior to the plan approval allowing board members and all other educational partners to weigh in on what they felt would be the best use of these funds. The same efforts were made for Educator Effectiveness funds. Teachers identified areas of needed professional development in May of 2021 that would provide additional academic support for students, including 6+1 Writing Traits program, Exact Path interventions, state test preparation, and in the use of technology. We have implemented 6+1 Writing Traits trainings on Fridays for several weeks with an expert to guide our teacher in improving student writing skills. Teachers have been given training with experts in using online programs for K-5 students with Florida Virtual and for 6-12 students with APEX. Students are also receiving socioemotional support with our BASE program in which teachers have also received trainings in order to support their needs and identify concerns; as well as training to support the future goals with career and college for students with training in our Dream Catchers

course. Our students in all grades were given the opportunity in January to attend a college field trip to our Bridge Program partner Victor Valley College. We will continue to identify professional development needs and programs to assist in the overall academic wellbeing of our students. Our CTE courses will be updated and soon available to students with several options, and training for our teachers in order to guide them through their courses. The school has openly addressed these potential funding sources at monthly board meetings in 2021-22 to provide information to educational partners, however no funds have been budgeted in 2021-22 due to funding from this portion of the budget package not set to kick in until 2022-23. Taylion's third party back-office team works very closely with the school to update them on current and upcoming funding sources and allowable uses of those funds so school staff can relay that information openly to its educational partners through the avenues stated above. This process will continue monthly at board meetings, at weekly staff meetings and through additional Survey Monkey surveys to all educational partners to get the best feedback on the needs of the school. All these efforts have and will continue to be a priority for Taylion as being a positive fixture in the local community and a resource for all students and families is an organizational priority and goal.

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

Taylion High Desert Academy has begun and will continue to use the additional 15% concentration grant add-on funds that it will receive to increase the number of its certificated and classified staff, focusing most of the dollars on the former. As a growing nonclassroom-based school, Taylion must meet SB740 Funding Determination spending requirements, per education code. Using these add-on funds to bolster its certificated staff will significantly help meeting these requirements year-over-year as well providing smaller class sizes for more tailored and direct instruction to the pupil, specifically to pupils who are low-income, English Learner and/or foster youth. Depending on the staffing pool of teachers and classified staff as the pandemic continues, the school has and plans to continue to hire credentialed teachers and classified tutors to support struggling students, with a focus specifically on students who are low-income, English Learner and/or foster youth. The low income, foster youth, and English Learner students are the students who specifically generate these add-on funds and therefore the school recognizes and has plans in place to spend those dollars on those students. Through educational partner engagement, tutoring in math and English have been recognized as the best way to support that student group. Taylion will also use these dollars to build upon its Career Technical Education (CTE) Program. The school has hired on CTE teachers and is in the process of adding educational offerings to help create a pathway from the classroom to the workforce after high school for low-income, English Learner, and/or foster youth students.

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

Taylion High Desert Academy connected with the following educational partners to provide input that helped define the use of one-time federal funds: students, teachers/instructional staff, administration staff (Principal, Special Ed Director, Executive Director, EL Coordinator, assessment team, office

staff), board members and parents. To our knowledge, none of the required community members expressly identified as representing tribes or civil rights organizations. Each Educational Partner listed above were given the opportunity to participate in discussions that addressed the planning processes to identify support strategies and supplemental instruction for students. All students including at-risk, low-income, foster youth, homeless, English learners, students with disabilities, students who are below grade level, tribal and disengaged students were given the opportunity to participate. As Taylion details its educational partners on the progress of its on-time federal funds at upcoming board meetings (January 2022 and each month thereafter), PAC meetings and community events the school will take any feedback received and make planning adjustments to the remaining federal funds the school has. Feedback efforts included: Parent, teacher and staff surveys were sent out via email and online in November 2021, press releases in the immediate geographic region were produced, and ongoing discussions with parents and students regarding school enrollment and course progress continued through the efforts of the teaching staff. Taylion also held weekly staff meetings beginning the start of the school year to address the needs of the school and how one-time federal dollars could supplement the programs and supports of the school. One-time federal funds were discussed openly at monthly board meetings, beginning with the CARES Act, allowing board members and the community to weigh in on what they felt would be the best use of these funds.

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

Taking all the responses and conversations with educational partners into account, Taylion will increase staffing (teachers and instructional support staff) to better support the direct instruction of its students. Taylion also found that these difficult times have provided unique challenges for teachers and have increased professional development efforts and added ongoing staff meetings to ensure every staff member feels they are supported by the school. Through conversations with teachers, Taylion has also brought on additional office staff to help support some reengagement strategies with students. These additional staff members will allow teachers to focus more of their efforts on the direct education of the student. Taylion will also add tutoring and intervention supports as well as maintain full day office hours during summer school to provide additional learning time and individualized attention for students in need. In addition to the challenges faced with engaging every student during this Covid period, staff hiring has proved difficult as the California teacher workforce shrinks. The school has begun to bring on classified staff instructional assistants and tutors to support their learning through beginning teacher pathways and teacher mentoring to further support them on their way to receiving their CTE teaching credential, as well as multiple and single subject credentials by providing mentors and support from our Lead Teacher and Administrators. This has been one of the successes of the school to manage what has been a very tough year in staff hiring. Taylion has been able to implement many of the online curricula supports addressed in the ESSER 3 Expenditure plan in the 2021-22 school year, but some tutor hiring remains low as the need for teachers has become a higher priority with limited options available in the workforce. Currently Taylion has one tutor, and two instructional assistants to assist students in all grade levels. We also have a credentialed math support person available to teach and tutor students as needed for remedial instruction, or to provide grade-level support. As Omicron has become more and more prevalent at the beginning of the 2022 calendar year, the school anticipates it may need to shift more expenditures to PPE and safety measures as well as strengthening reengagement strategies to try and keep students actively learning daily. Many schools at the start of the calendar have started to see staffing shortages due to rising Covid cases, if this becomes an issue with

Taylor the school will explore substitute teacher options in the community to ensure student learning is not affected. Taylor has been able to offer students opportunities to learn online, in-person or using hybrid models in order to ensure disruptions that may arise due to Covid are minimal.

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

Taylor has used the fiscal resources (one-time federal funds) it has received in 2021-22 to increase safety measures for staff and students as well as create improved systems for student engagement and reengagement, per its Safe Return to In-Person Instruction and Continuity of Services Plan. Through the first half of the 2021-22 school year, Taylor has utilized one-time stimulus funds per the schools ESSER 3 Expenditure Plan to increase communication and communication platforms to educational partners and increase online learning platforms with an emphasis on social emotional learning (SEL) through programs like Edmentum's BASE Education. Per the school's LCAP, ESSER 3 Plan, and Safe Return to In-Person instruction, the school has invested in PPE and custodial costs to ensure safety of all parties coming onto the school sites. As the Omicron variant continues to spread, the school will continue to review its plans with all educational partners to address the most pressing concerns of the school and its community. Taylor has placed air filtration systems at each location in order to minimize the spread of Covid in addition to the use of masks, protective acrylic shields, and sanitation procedures. Repairs are being identified in order to maintain safe and working facilities, including air and heating flow systems. ParentSquare continues to be a program we use annually in order to efficiently disseminate school and community information. Taylor has recently purchased updated students' school shirts so they may be easily identified while attending school, as well as receiving school ID cards for various needs. Taylor is in the process of purchasing additional staff laptops in order to meet the needs of our growing staff and their professional development, and student Chromebooks to support their learning in the classroom and at home.

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

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

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have

provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

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

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds

provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

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

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

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

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

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

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

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

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

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

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

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

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

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

California Department of Education November 2021

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	Brenda Congo Principal	brenda.congo@taylion.com (760) 955-5501

Plan Summary 2022-23

General Information

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

Taylion High Desert Academy is a small non classroom-based charter school with a total of 32 certificated and 10 classified staff. Taylion teachers and staff communicate with lower elementary students daily either online or in-person and at least two times per week with upper elementary, middle school and high school students online or in-person. 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. Taylion is a Dashboard Alternative School Status (DASS) school working with students who are considered high risk, with many students being credit deficient. Taylion has a high percentage (96%) of students who are considered socioeconomically disadvantaged. Taylion is both a WASC accredited school with approval up to 2025. Taylion curriculum is also NCAA-approved. Taylion was first established in the beginning of the 2013-2014 school year to provide all students with a safe and nurturing educational environment providing a smaller school setting allowing for individualized teaching and learning. Taylion provides students with numerous resources to address academic as well as social and emotional development. In 2013, Adelanto Elementary School District granted Taylion a 3 year charter term. Taylion received a 2 year extension of the charter in 2015 and was granted a 5 year charter renewal term in 2018. Taylion is a non-classroom based charter school serving students in grades K-12. Taylion'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.

Taylion offers students access to the following educational platforms and format:

- Online Learning for grades K-12

- Homeschool for grades K-5
- Independent Study (IS) for grades 6-12

Taylion's LEARNING CENTERS:

Taylion is currently in its ninth year of operation. Taylion has three learning center locations in the High Desert:

- Adelanto: Opened Fall 2013 (11336 Bartlett Ave #9) - Services K-12 students
- Victorville: Opened January 2014 (14196 Amargosa Road) - Services K-8 students
- Victorville: Opened Fall of 2019 (14181 US Highway 395 building B Unit #2) - Services 9-12 students

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:

Taylion offers students with an option to the following educational platforms: 1) Online Learning: K-12, (2) Homeschool: K-5, (3) Independent Study (IS) 6-12. 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, and FlexPoint. Additional resources are available to all students, such as: Graphite Squad; Edmentum's Exact Path and Base; ST Math; and a variety of online supports to engage students in their 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.

DEMOGRAPHICS:

GRADE LEVEL:

K-22
1-18
2-19
3-12
4-21
5-25
6-42
7-54
8-40
9-86
10-66
11-61
12-10

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, Taylion is committed to closing the achievement gap and improving the lives of our At-Promise students. As mentioned above Taylion has made great strides in integrating our Schoolwide Expected Learning Results into our school culture, curriculum, and partnerships. Here are some of the additional areas of progress Taylion has made:

- Taylion continues to improve partnerships, engagement opportunities and discussions through Parent Advisory Committee (PAC) meetings, surveys, and ongoing community outreach.
- Taylion participated in community cleanup, collecting food for holiday baskets for Taylion families, participated in toy drive and distribution, and participated in community events.
- Taylion has a Middle School and High School Student Council groups which have organized activities that provide opportunities of inclusion and socialization.
- Our School Counselors provide participation for students with our Victor Valley College K-16 Bridge Program with a field trip to the VVC campus in January of 2022 that was open to all students.
- Counselors continue to work with our Juniors and Seniors to ensure they are prepared and college ready by holding monthly senior meetings.
- Goodwill Educational Services continues to refer students to Taylion in order to complete their High School Diploma through the Workforce Initiative Opportunity Act (WIOA).
- Counselors update our Taylion parents, families and students regularly with school and community information and resources available.
- Taylion tested 95% of its students in Math and ELA in the California Assessment of Student Performance and Progress CAASPP testing and is looking forward to our results.

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.

THDA is looking forward to the CAASPP testing results in order to identify better the areas of need within the ELA and math standards. This school year, math curriculum was updated and will continue to be as well as science curriculum. A-G requirements for lab courses will be the focus of improvement during the 2022-23 school year. Retention efforts will also be an area of focus by improving engagement for students and parents with meetings, activities, and services.

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.

Taylion has accomplished the following in meeting the school's professional development goals. Along with grants that have assisted with the professional development plan and in other areas that have improved student achievement, Taylion will continue to provide its growing staff, teachers and administrators with various trainings, such as: in Writing/ELA, Math, Science NGSS, district and state assessments, interventions, support for high needs and at-risk students, SEL and mental health, Common Core State Standards, curriculum, and college and career readiness. Each of these professional development initiatives will be implemented weekly throughout the year to address the academic and social emotional needs of Taylion's students. Taylion will continue to analyze the data and supports documented and created for staff support and implementation needs for collaboration and advisement from the Taylion Action Committee and Student Council. Taylion's mission emphasizes a commitment to close the achievement gap, create a personalized learning plan, and prepare students to be college and career ready. As stated within the LCAP, Taylion will continue to work on improving opportunities for student growth in the areas of workshops and curriculum to increase student achievement, focusing on Math and ELA as well as Science and SEL. Teacher meetings with students and parents will also increase and benefit students and parents understand a student's progress toward graduation. Taylion's personalized learning model will also improve graduation rates through the various supports students receive, such as the college and career readiness Dream Catcher program. Taylion's senior students will also continue to have access to the Victor Valley K-16 Bridge program and guidance from the college's Rambassadors. Lastly, Taylion's expected schoolwide learner results (ESLRs) and slogan is: At Taylion we C.A.R.E (Critical Thinkers, Academic Achievers, Responsible Citizens, and Effective Communicators), will continue to be taught and modeled as it is intertwined in the fabric of the organization. Specifically, Taylion's Responsible Citizens and Effective Communicators outcomes will be executed through our student council activities and other student-led opportunities. Furthermore, Taylion has continued their partnerships with organizations such as: Goodwill Education Services, Victor Valley College, Adelanto Community Resource Center, and Adelanto Elementary School District that promote Taylion's 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

Taylion High Desert Academy views its educational partners as important contributors when striving for improvement. In order to obtain input, various opportunities were presented to our educational partners including Taylion Action Committee (TAC) meetings for parent/guardian involvement and discussion, monthly board meetings, surveys that provide insight from parents/guardians/teachers/students, regular teacher and parent formal and/or informal meetings, and a continual request for teacher input per various topics discussed at weekly staff meetings.

Taylion's Leadership team - often in tandem with the school's director - meets weekly to analyze, problem-solve, and implement ideas presented by all educational partners. The input has resulted in spreadsheets and conversations concerning ways of implementing these ideas and requests. Once concepts are identified and sifted through, goals were established for our present school year, the following school season as well as future markers,

and then added to Taylion High Desert Academy's LCAP.

A summary of the feedback provided by specific educational partners.

Feedback from Taylion High Desert Academy's educational partners included input from board members, staff, parents/guardians, and students. Board members indicated a desire to see Taylion's students be provided with a greater choice of A-G courses plus an updated science curriculum – both of which are currently under progress.

Staff surveys revealed that 90% believe Taylion academic success for its students and 100% feel that students' cultural beliefs are respected and students are taught and given respect.

Parents/guardians participated in both TAC meetings as well as the completion of surveys. As the sites were beginning to open from Covid 19 restrictions to in person activities including several field trips and student government meetings, much of the input supported and showed gratitude towards these steps. Families expressed that the time of Covid created mental health issues due to so much isolation. The need for tutors was also expressed since parents sometimes felt unable to help their children with their lessons. Within the surveys, 100% of parents/guardians felt that they were satisfied with their students' teachers, the technology provided, and believed that the teachers cared about their children.

When seeking feedback from students, both surveys plus a Q & A session within the two student government club meetings provided insight into their thoughts and ideas. Two main suggestions included that more field trip and other social activities be organized as well as requests for more visits from professionals in the work place. Students seemed eager for exposure of career options and the sharing directly from those working in these various jobs. Additionally, surveys showed that over 95% of the students believe that their teachers care about them and the goals they are pursuing.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Taylion High Desert Academy has listened to the feedback provided from its educational partners and has taken actions to implement their ideas. Taylion's counselors have explored the current course offerings and are in the process of adding more A-G classes per the board's recommendations. Additionally, a credentialed science teacher has been hired with the goal of improving all science courses so they are adequately aligned with the New Generation Science Standards.

When considering parent and guardian input, Taylion High Desert Academy was pleased to offer tutors at each of its three school sites as well as to hire additional tutors. Since both parent/guardians and students expressed the desire of more opportunities for social engagement, events such as graduation and 8th grade promotion ceremonies have included a Grad Bash for seniors and a trampoline park event for the eighth graders. Additionally, student governments have hosted movie nights, game days, and spirit weeks just to mention a few. Staff has been mindful to suggest usage of Taylion's Care Solace concierge service and website which offers a multitude of mental health supports and options.

Goals and Actions

Goal

Goal #	Description
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 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 Taylton High Desert Academy receive an appropriate individualized learning path developed with multiple opportunities to succeed academically.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CA School Dashboard English Language Arts Indicator	All students: Color Gauge Orange	The State of California suspended state indicator reporting for the 2020-21 school year due to the COVID-19 pandemic. 95% of students were tested in 2021-22 therefore we will see full results in 2022-23 for guidance in identifying needed areas of support and improvement.	[Intentionally Blank]	[Intentionally Blank]	All students: Color Gauge Green

CA School Dashboard Mathematics Indicator	All students: Color Gauge Red	The State of California suspended state indicator reporting for the 2020-21 school year due to the COVID-19 pandemic. 95% of students were tested in 2021-22 therefore we will see full results in 2022-23 for guidance in identifying needed areas of support and improvement.	[Intentionally Blank]	[Intentionally Blank]	All students: Color Gauge Yellow
CA School Dashboard Graduation Rate Indicator	All students: Color Gauge Red	The State of California suspended state indicator reporting for the 2020-21 school year due to the COVID-19 pandemic. 95% of students were tested in 2021-22 therefore we will see full results in 2022-23 for guidance in identifying needed areas of support and improvement.	[Intentionally Blank]	[Intentionally Blank]	All students: Color Gauge Yellow or Green

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	ACTION TO SUPPORT EDUCATIONAL PROGRAM	Taylion High Desert Academy provides a high-quality education that is WASC-Accredited, NCAA approved, and offers 3 types of programs with its K-12 schools: Independent Study; Homeschool, and Online Learning. The following credentialed staff are instrumental in providing all students with a Common Core aligned educational program: Taylion currently employs the following credentialed staff to support students: Executive Director, Principal, Director of Special Education, Director of EL Services, School Counselors, Director of Compliance & Testing, and Director of Marketing, Lead Teacher, Lead Registrar, and Teachers. Taylion continues to add staffing as the student body grows, including IT Coordinator, Teachers, Enrollment Specialist, Tutors/Instructional Assistants, and School Counselor.		No
Action #2	ASSESSMENTS	Taylion implements the following assessments to drive curriculum decision-making and identify students who struggle academically for designated interventions as well as ensure all state accountability requirements are met by all subgroups: Renaissance STAR district testing in ELA and Math for grades K-12 three times/year which imports into Edmentum's intervention program to develop individualized learning path towards grade level standard proficiency. Taylion participates and interprets data from all state mandated CAASPP assessments. Taylion will provide online and in-person ELA workshops for targeted students based on diagnostic assessment data used for placement. Taylion will provide online and in-person Math workshops for targeted students based on diagnostic assessment data used for placement. Students will continue to have access to group and individual tutoring with their designated teacher, tutor and instructional assistant.	\$670,216.00	Yes
		In order to provide students with access to updated 21st Century		

Action #3	TECHNOLOGY	learning experiences, Taylion added an additional 150 Chromebooks to the already 300 Chromebooks received in 2020. Internet connectivity and WIFI improvements are underway. Data from Renaissance STAR test results have been utilized in developing Individual Learning Plans with opportunities for improvement in Edmentum's online Exact Path intervention program. Students also have access to ST Math, and CTE Courses. Each Taylion student receives lessons tailored for their learning needs in order to obtain proficiency of CCSS. Taylion will continue to assess needs in regards to additional Chromebooks as growth occurs, as well as staffing to meet the needs of our student body. Staffing may include teachers, and support staff.	\$1,946,543.00	Yes
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Goal Analysis 2021-22

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

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

Action 2 regarding Assessments state ELA and Math workshops will be provided and this year students were served on a more individualized basis through tutoring, interventions and supports instead of workshops. Workshops remain a goal for the upcoming school year. During 2021-22 students took three district assessments that were directly placed into our intervention program in order for students to receive and individualized and targeted intervention path in ELA and Math called Exact Path by Edmentum. Tutors also assisted students through this program or provided as needed and one one one support to students targeting ELA and Math skills. All other aspects of the 3 action items are in place and ongoing.

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

Taylion has purchased an additional 150 Chromebooks to add to our already count of 300 that were purchased in 2020 in order to support the needs of our growing student body and their need to access curriculum, interventions, and tutors at home as well as at school. Taylion will continue to reevaluate the need to improve or add technology and technology related services and supports in order to continue to adequately provide access and services to students throughout the upcoming school year.

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

The pandemic hindered Taylion's opportunity to administer state testing during the 2019-2020 and 2020-2021 school years which unfortunately did not allow us to provide results in the CA School Dashboard. This 2021-22 school year has been extremely successful because we have in fact tests 95% or more students in Math and ELA required tests which will yield results soon for us to compare to data prior to the pandemic and for the next school years to come.

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.

Staffing will be ongoing as the need to support students and teachers grow. Positions will be added as required to support the growth of the student body, each learning center, and the overall organization. Taylion is considering implementing a testing and data coordinator to assist in obtaining 95% or more students tested each year, train teachers, and prepare students for high achievement in all state testing with engagement in state standards through high quality curriculum and support. ELA and Math workshops and lessons are currently being developed so they are ready to implement for the 2022-23 school year in addition to tutoring support. An ongoing review of technology and related supports and services will be required. An IT Coordinator position has been recently implemented to assess and support these growing demands. Staff technology and resources will also be updated and added as needed. Increased internet costs, WIFI, connectivity, and related supports will be evaluated and added as demands require.

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

Goal

Goal #	Description
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).

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all Taylton 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	All teachers, 100%, are in fact trained with appropriate professional development.	[Intentionally Blank]	[Intentionally Blank]	100% teachers trained with appropriate professional development.

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	PROFESSIONAL DEVELOPMENT	Taylton will provide all teachers and staff with professional development on a weekly basis throughout the school year that will be based upon 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). Teachers will be trained to support the whole child effectively and efficiently: The following areas will be of focus for the school year: -Common Core State Standards: ELA/ELD, Math; NGSS; and additional curriculum (subjects) - Instructional Coaching -Writing across the curriculum: (6 Writing Traits) -Social Emotional Learning -Targeted Interventions for ELL and SPED support -Implementing & Analyzing Renaissance STAR Assessments -Taylton will continue to provide all teachers with training on Edmentum's Exact Path. -Taylton will also provide training for its school information system, interventions, online programs and platforms, building student rapport and engagement, home and school communication, and SEL and	\$583,920.00	Yes

		mental health training.		
Action #2	CURRICULUM	Taylion will continue to use and purchase and/or subscribe to the following Common Core aligned curriculum and supports: - Online programs (A-G aligned and NCAA approved): Apex Learning, FlexPoint (Florida Virtual) -Edmentum: Exact Path (Intervention) and Base (SEL program) -Positive Prevention - Graphite Squad -ST Math -Dream Catchers -Continuing to update Math, and updating NGSS, including labs, and any other necessary curriculum to meet the needs of students, including special needs and high needs students.	\$261,229.00	Yes
Action #3	STUDENT ENGAGEMENT	In order to ensure student engagement and provide students with relevant learning experiences, Taylion 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 Taylion's counselors. An additional counselor will be added to the staff for 2022-2023. High school students will attend college fairs and FAFSA Application workshops. As part of Taylion'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. Taylion's 6 – 12th grade students will also be able to participate in Student Council 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 Taylion's Wellness Center website and Care Solace's tools will also be integrated into the program.	\$393,368.00	Yes

Goal Analysis 2021-22

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

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

Taylor has focused on updating Math curriculum and supports this school year with a Math Teacher, curriculum writer and math expert tutor who has provided a few teacher trainings this school year in group and individually to teachers. Taylor recently hired a Science Teacher that will assist with updating curriculum, a-g science requirements, and professional development and training of the new generation science standards (NGSS) that will be an area of focus in the 2022-23 school year. Taylor grows student engagement through student council, field trips and activities. We had a field trip to our local community college for grades K-12, a Grad Bash activity at Universal Studios for graduating seniors, and several activities including a Grad Bash for 8th grade promotion at a local trampoline park. Taylor will continue to grow our student council program in order to engage more students and assist with their participation. Instead of hiring an Art Teacher, students take an online art class with the support of an online art teacher and their own Taylor teacher.

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

Taylor has improved services and curriculum in Math especially due to the hiring of a Math Teacher, curriculum writer and math tutor expert. Taylor will continue this process with Science in 2022-23 and will update other subjects and curriculum as needed K-12. Taylor is primarily using Flex Point through Florida Virtual for elementary support online and APEX through Edmentum for online Middle/High School support. In-person students have a variety of curriculum and support for all required subjects and electives. Taylor continues to use SEL and intervention programs through Edmentum as well as Renaissance STAR for district assessments for all students. A variety of Career Technical Education (CTE) courses are also offered to students.

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

Professional Development was a great success this school year as we have met regularly on Friday mornings for a minimum of 3 hours usually in order to train, review, guide and support teachers and staff so they can effectively support their students. Our teacher satisfaction from parents and students is in the 90% - 100% range. Our teachers also have the ongoing opportunity to request training in groups or individually in order to support their ongoing needs. Teachers have been trained in a variety of topics and in a variety of programs used by Taylor, such as but not limited to: school information system; Edmentum's intervention and SEL programs; Math curriculum and standards; state and district testing systems and requirements; mental health support and referral program; bridge college program; Workforce Innovations and Opportunity Act (WIOA) program; community resources and partnerships; writing program; special needs and high needs students; intervention program; attendance procedures; school policies and procedures, including safety procedures and drills; and building rapport and maintaining engagement while assisting student achieve success towards college and career goals.

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.

Science curriculum is the area of focus for improvement for the 2022-23 school year along with ensuring all a-g requirements are met. Evaluation of other subjects and curriculum will occur and be replaced or augmented as necessary. Students K-12 online and in-person will continue to receive individualized support from effective educators trained through ongoing professional development and to include programs to be implemented next year, such as Math and ELA Workshops.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
California School Dashboard; School Pathways, Student	Maintain suspension rates	THDA's suspension rate is	[Intentionally Blank]	[Intentionally Blank]	THDA's suspension rate will

Information System (SIS)	<1%	currently 0%.			continue to be <1%.
California School Dashboard; School Pathways, Student Information System (SIS)	Maintain expulsion rates <1%	THDA's suspension rate is currently 0%	[Intentionally Blank]	[Intentionally Blank]	THDA's suspension rate will continue to be <1%
Annual student survey.	Fifty percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.	Sixty-seven percent t of students agree or strongly agree that THDA is preparing them towards their college/career goals according to Taylion High Desert Academy Student Survey Fall 2021.	[Intentionally Blank]	[Intentionally Blank]	Seventy-five percent of students will rate that they agree or strongly agree that THDA is preparing them towards their college/career goals.
Annual parent survey	Fifty percent of parents will respond that they are satisfied or very satisfied with the level of support students receive from their teachers at THDA.	One-hundred percent of parents are satisfied or very satisfied with the collaboration they receive from their child's teacher; and 94% are satisfied or very satisfied with Taylion's strong academic instruction according to the Taylion High	[Intentionally Blank]	[Intentionally Blank]	Seventy-five percent of parents will respond that they are satisfied or very satisfied with the level of support students receive from their teachers at THDA.

		<p>Desert Academy Parent Survey Fall 2021.</p>			
<p>ParentSquare, an online informational notification system</p>	<p>THDA will provide parents with 3 or more opportunities to attend workshops/trainings each school year to increase awareness, engagement and participation.</p>	<p>Taylion has provided parents with more than three workshop/training opportunities: Taylion's Virtual Back to School Night; Community Advisory Committee meetings quarterly with Desert/Mountain Charter SELPA (DMC SELPA); Suicide Prevention 101 for Parents; Food Bank pick up opportunities; Virtual Activities; Parent/Guardian Taylion Advisory Committee meetings; Family Fun Days with DMC SELPA; Scholarship opportunities; CareSolace resource</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>THDA will provide parents with one or more workshop/training opportunities to attend each month.</p>

		information; Community Resources; and Career Fair.			
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.	Parents were invited to discuss topics, including the LCAP, three times during 2021-22 during Taylton Advisory Committee meetings or other parent meetings, as well as given three opportunities to participate in surveys throughout the school year.	[Intentionally Blank]	[Intentionally Blank]	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	THDA's Annual Safety Inspection was during April and May of 2022. Improvements and repairs are in-progress. Per the Annual student and parent surveys conducted, 88% of parents and 92% of students reported they agree or strongly agree that they feel safe on	[Intentionally Blank]	[Intentionally Blank]	THDA will continue to conduct an Annual Safety Inspection in order to maintain a safe school and learning

	<p>50% of parents report the THDA campus to be safe or very safe.</p>	<p>campus according to the Taylion High Desert Academy Parent Survey Fall 2021 and the Taylion High Desert Academy Student Survey Fall 2021 respectively.</p>			<p>environment.</p>
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Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	SCHOOL CLIMATE	<p>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</p>	\$177,370.00	Yes
		<p>THDA will continue to prioritize school safety with the following measures: 1. THDA's Leadership Team will continue to maintain</p>		

Action #2	SCHOOL SAFETY	and update the School Safety Plan annually. 2. THDA will continue to promote and participate in the annual Shake Out earthquake preparedness drill. 3. THDA will discuss emergency preparedness in monthly staff meetings. 4. THDA's location will continue to be monitored with alarms for around the clock monitoring and safety. 5. THDA's cyber security will continue to be maintained through its IT service. 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.	\$240,521.00	Yes
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	\$733,082.00	Yes

		Education Local Area Control (DMC SELPA) for special education needs, supports, and services; Goodwill Education Center for postsecondary supports and services; the Department of Rehabilitation for career training services and supports for students with special needs; Victor Valley College's Bridge Program for college bound students.		
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.	\$294,971.00	Yes

Goal Analysis 2021-22

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

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

Taylion continues to connect with alumni for community support and partnerships. Taylion's outreach efforts will continue through growing our community partnerships; participating in community events and service activities; and providing food and services to students and families. Taylion is working on improvements resulting in Taylion's safety plan and assessment for improvements for our learning centers that are in-progress. Taylion will continue to participate in safety training and preparations. Taylion will continue in its efforts to engage parents in our Taylion Action Committee (TAC) and to participate and volunteer for various activities on and off campus.

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

Taylion has doubled in student attendance and this has required Taylion to actively and continuously hire and evaluate student and staff support needs. Teachers, enrollment staff, and support staff have also increased significantly with the plan going into 2022-23 to be reevaluate and assess as the student body grows and add personnel when necessary. Taylion will also increase and augment its curriculum continuing with Math, and additionally with Science, as well with subjects, courses, and curriculum needing updates. These increases have demonstrated the commitment to parent engagement by reviewing responses regarding school ratings. Taylion continues to be committed and will be in 2022-23 by supporting parents, students and families with our growing staff and their attention to improvements presented through surveys and TAC.

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

School climate was greatly improved for the 2021-22 school year through ongoing support and referrals for mental health needs for students and their

families, and staff members and their families. Taylion had a high graduation rate this school year that will be documented and students will continue to receive individualized college and career support. Student Council, TAC, field trips, activities, senior planning and events, and various means of community and partnership support will be increasingly beneficial in 2022-23, and with the addition of school counselors, teachers, and staff to support these ongoing actions. Taylion will continue to be committed to student and staff safety with increased training, and assessments of improvements and trainings that will assist in better equipping each learning center, students, and staff members to effectively respond in emergency situations. Student Engagement is extremely important for the attainment of student wellbeing, academic success, and college and career readiness. Taylion will continue to provide students with opportunities for field trips, activities, student council participation, college and career awareness opportunities, and individualized support and care in order to develop the whole child. Parent Engagement will be continued through participation requests in TAC, counselor trainings, parent-teacher conferences, surveys and discussions, volunteer opportunities, and open communication between home and school.

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.

Students' activities and field trips will continue to increase, as well as support with academic achievement and wellbeing through programs, curriculum, and teachers and staff. Students' safety will be increased through school improvements. safety training, site needs assessments, and results will determine ongoing plan revisions. Student and parent engagement will increase with requested support through committees, volunteering, field trips, parent trainings guided by counselors, student council and TAC participations, and increased staff to support those efforts.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,991,156.00	\$2,077,345.00	\$155,088.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.67%	0%	\$0.00	34.67%

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

Required Descriptions

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

Goal 1, Action 1: Support Education program

The needs of foster youth, English learners, and low-income students were considered first by ensuring staffing growth supports ELs, foster, and low-income youth.

These actions are effective in meeting the goals for these students because they will be supported individually and according to their unique needs academically, socially and emotionally as well as support with resources, and college and career goals.

Goal 1, Action 2: Assessments

The needs of foster youth, English learners, and low-income students were considered first by obtaining or renewing subscriptions and programs that these students will benefit from academically, socially and emotionally with career and college components that are tailored to individual needs.

Students receive support with school devices, tutoring and support services.

These actions are effective in meeting the goals for these students because they will have access to resources, guidance with college and career goals, as well as employment opportunities and resources through community partnerships such as Goodwill Education Services.

Goal 1, Action 3: Technology

The needs of foster youth, English learners, and low-income students were considered first by understanding if students in these categories are to be successful they need equity which is provided by school devices to use and take with them, consistent and ongoing support and check-ups with academics and socioemotional needs with School Counselors and Resources, as well as the use of several online or in-person programs that will assist them in completing their diploma and prepare for their college and career goals.

These actions are effective in meeting the goals for these students because they will have access to items, personnel, and programs that meet them where they are to guide them where they want to go.

Goal 2, Action 1: Professional Development

The needs of foster youth, English learners, and low-income students were considered first by ensuring staff, teachers, and counselors know how to support, guide and assist in completing their immediate academic goals and socioemotional needs while providing opportunities and guidance to prepare for their college and career goals.

These actions are effective in meeting the goals for these students because staff, teachers, and counselors will better understand the needs of ELs, foster, and low-income students and service them with greater awareness.

Goal 2, Action 2: Curriculum

The needs of foster youth, English learners, and low-income students were considered first by considering which curriculum will be beneficial to these students and their academic progress, as well as the additional supports and programs utilized.

These actions are effective in meeting the goals for these students because they will be supported with curriculum and resources that can be brought to their zone of proximal development and build then up to grade level standards and beyond.

Goal 2, Action 3: Student Engagement

The needs of foster youth, English learners, and low-income students were considered first by understanding the unique needs of these students and providing opportunities and bringing awareness to them so that their futures can be brighter with better college and career preparations and supports, including job opportunities and resources.

These actions are effective in meeting the goals for these students because they will be provided with various opportunities to consider college and career plans that will be supported through guidance and resources presented by our School Counseling Department.

Goal 3, Action 1: School Climate

The needs of foster youth, English learners, and low-income students were considered first utilizing informative platforms to provide students and families information of current resources and supports available at Taylion and within the community.

These actions are effective in meeting the goals for these students because these students will be given opportunities to meet their immediate physical and emotional needs.

Goal 3, Action 2: School Safety

The needs of foster youth, English learners, and low-income students were considered first by providing these students with a safe and nurturing environment to grow academically while they learn in a comforting environment.

These actions are effective in meeting the goals for these students because they will be supported as they learn in a safe, caring and nurturing environment.

Goal 3, Action 3: Student Engagement

The needs of foster youth, English learners, and low-income students were considered first by guidance and support through outreach opportunities that will assist in their overall outlook, experience and participation, as well as provide leadership opportunities.

These actions are effective in meeting the goals for these students because they will receive ample guidance in college and career preparation, and opportunities for community participation, student council, and receive guidance and support academically and socioemotional through School Counselors, and additional resources.

Goal 3, Action 4: Parent Decision Making

The needs of foster youth, English learners, and low-income students were considered first by meeting with the Taylion Action Committee (TAC) to address needs and concerns of parents and guardians regarding various matters within the school, and develop actions that will improve upon

schoolwide services that will benefit these students specifically.

These actions are effective in meeting the goals for these students because the TAC meetings intend to inform parents and guardians of school intentions and supports that will be provided to these specific groups.

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

Taylor is adding additional teaching staff to make class-sizes smaller to allow for more tailored learning for foster youth, ELs and low-income students. Additional School Counselors and a EL Student Success Coach will also be added to provide additional services for foster youth, EL and low-income students. Additional learning platforms (Edmentum BASE SEL, etc) are being added to provide advanced supports and options for disadvantaged students, as well as various outreach opportunities guided by our new Outreach Coordinator position, and Student Council Advisors for Middle School and High School Students.

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

Taylor will use additional concentration grant add-on funds for Math Tutors/Specialists; ELA Reading and Writing Tutors/Specialists; Math and ELA workshops; College and Career workshops and field trips; and Science Teacher to improve NGSS, curriculum and lab availability; as well as School Counselors, Student Success Coaches, and Tutors to further develop the education of foster youth, EL, and low income students. Additionally, Taylor will continue to work with partners such as Goodwill Educational Services to provide opportunities for students up to 24 years of age to obtain a High School Diploma while receiving College and Career support and guidance.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	110:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	11:1

2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$5,991,156.00	\$2,077,345.00	34.67%	0.00%	34.67%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	ACTION TO SUPPORT EDUCATIONAL PROGRAM	ALL	No			ALL	Ongoing
1	2	ASSESSMENTS		Yes	LEA-wide	ALL	ALL	Ongoing
1	3	TECHNOLOGY		Yes	LEA-wide	ALL	ALL	Two Years
2	1	PROFESSIONAL DEVELOPMENT		Yes	LEA-wide	ALL	ALL	Ongoing
2	2	CURRICULUM		Yes	LEA-wide	ALL	ALL	Ongoing
2	3	STUDENT ENGAGEMENT		Yes	LEA-wide	ALL	ALL	Ongoing
3	1	SCHOOL CLIMATE		Yes	LEA-wide	ALL	ALL	Ongoing
3	2	SCHOOL SAFETY	ALL	Yes	LEA-wide	ALL	ALL	Ongoing

3	3	STUDENT ENGAGEMENT		Yes	LEA-wide	ALL	ALL	Ongoing
3	4	PARENT DECISION MAKING		Yes	LEA-wide	ALL	ALL	Ongoing

2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$0.00	\$0.00					\$0.00	0%
1	2	\$663,354.00	\$6,862.00	\$368,585.00	\$149,651.00		\$151,980.00	\$670,216.00	0%
1	3	\$44,088.00	\$1,902,455.00	\$1,946,543.00				\$1,946,543.00	0%
2	1	\$537,120.00	\$46,800.00	\$566,496.00	\$9,000.00		\$8,424.00	\$583,920.00	0%
2	2	\$145,941.00	\$115,288.00	\$99,576.00	\$117,123.00		\$44,530.00	\$261,229.00	0%
2	3	\$373,368.00	\$20,000.00	\$280,707.00			\$112,661.00	\$393,368.00	0%
3	1	\$0.00	\$177,370.00	\$76,950.00		\$100,420.00		\$177,370.00	0%
3	2	\$5,445.00	\$235,076.00	\$100,000.00		\$140,521.00		\$240,521.00	0%
3	3	\$733,082.00	\$0.00	\$733,082.00				\$733,082.00	0%
3	4	\$20,943.00	\$274,028.00	\$294,971.00	\$0.00	\$0.00	\$0.00	\$294,971.00	0%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel

Totals	\$4,466,910.00	\$275,774.00	\$240,941.00	\$317,595.00	\$5,301,220.00	\$2,523,341.00	\$2,777,879.00
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Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ACTION TO SUPPORT EDUCATIONAL PROGRAM	ALL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	2	ASSESSMENTS		\$368,585.00	\$149,651.00	\$0.00	\$151,980.00	\$670,216.00
1	3	TECHNOLOGY		\$1,946,543.00	\$0.00	\$0.00	\$0.00	\$1,946,543.00
2	1	PROFESSIONAL DEVELOPMENT		\$566,496.00	\$9,000.00	\$0.00	\$8,424.00	\$583,920.00
2	2	CURRICULUM		\$99,576.00	\$117,123.00	\$0.00	\$44,530.00	\$261,229.00
2	3	STUDENT ENGAGEMENT		\$280,707.00	\$0.00	\$0.00	\$112,661.00	\$393,368.00
3	1	SCHOOL CLIMATE		\$76,950.00	\$0.00	\$100,420.00	\$0.00	\$177,370.00
3	2	SCHOOL SAFETY	ALL	\$100,000.00	\$0.00	\$140,521.00	\$0.00	\$240,521.00
3	3	STUDENT ENGAGEMENT		\$733,082.00	\$0.00	\$0.00	\$0.00	\$733,082.00
3	4	PARENT DECISION MAKING		\$294,971.00	\$0.00	\$0.00	\$0.00	\$294,971.00

2022-23 Contributing Actions Tables

3. Projected	Total	Planned
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1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$5,991,156.00	\$2,077,345.00	34.67%	0.00%	34.67%	\$4,466,910.00	0.00%	74.56%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,466,910.00	\$5,301,220.00
LEA-wide Total:	\$4,466,910.00	\$5,301,220.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ASSESSMENTS	Yes	LEA-wide	ALL	ALL	\$368,585.00	0%
1	3	TECHNOLOGY	Yes	LEA-wide	ALL	ALL	\$1,946,543.00	0%
2	1	PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	ALL	ALL	\$566,496.00	0%
2	2	CURRICULUM	Yes	LEA-wide	ALL	ALL	\$99,576.00	0%
2	3	STUDENT ENGAGEMENT	Yes	LEA-wide	ALL	ALL	\$280,707.00	0%

3	1	SCHOOL CLIMATE	Yes	LEA-wide	ALL	ALL	\$76,950.00	0%
3	2	SCHOOL SAFETY	Yes	LEA-wide	ALL	ALL	\$100,000.00	0%
3	3	STUDENT ENGAGEMENT	Yes	LEA-wide	ALL	ALL	\$733,082.00	0%
3	4	PARENT DECISION MAKING	Yes	LEA-wide	ALL	ALL	\$294,971.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,142,810.00	\$1,111,172.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ACTION TO SUPPORT EDUCATIONAL PROGRAM	No	\$0.00	\$0.00
1	2	ASSESSMENTS	Yes	\$371,444.00	\$291,094.00
1	3	TECHNOLOGY	Yes	\$29,700.00	\$61,012.00
2	1	PROFESSIONAL DEVELOPMENT	Yes	\$92,152.00	\$103,313.00
2	2	CURRICULUM	Yes	\$84,494.00	\$91,427.00
2	3	STUDENT ENGAGEMENT	Yes	\$15,270.00	\$12,274.00
3	1	SCHOOL CLIMATE	Yes	\$123,279.00	\$112,827.00

3	2	SCHOOL SAFETY	No	\$43,130.00	\$44,130.00
3	3	STUDENT ENGAGEMENT	Yes	\$158,825.00	\$200,254.00
3	4	PARENT DECISION MAKING	Yes	\$224,516.00	\$194,841.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$854,726.00	\$1,099,680.00	\$968,500.00	\$131,180.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	ASSESSMENTS	Yes	\$60,341.00	\$223,223.00	0.00%	0.00%
1	2	TECHNOLOGY	Yes	\$14,700.00	\$60,012.00	0.00%	0.00%
2	1	PROFESSIONAL DEVELOPMENT	Yes	\$82,152.00	\$96,223.00	0.00%	0.00%
2	2	CURRICULUM	Yes	\$74,494.00	\$81,427.00	0.00%	0.00%

2	3	STUDENT ENGAGEMENT	Yes	\$7,500.00	\$2,500.00	0.00%	0.00%
3	1	SCHOOL CLIMATE	Yes	\$95,000.00	\$110,020.00	0.00%	0.00%
3	2	STUDENT ENGAGEMENT	Yes	\$143,285.00	\$200,254.00	0.00%	0.00%
3	3	PARENT DECISION MAKING	Yes	\$224,516.00	\$194,841.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$2,535,571.00	\$854,726.00	0.00%	33.71%	\$968,500.00	0.00%	38.20%	No carryover	No carryover

Instructions

- Plan Summary

- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is

required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP:

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the

type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a

Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's

Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to

which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions:

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

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306,

provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR

Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

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

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

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific

student group or groups.

Contributing to Increased or Improved Services?:

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

Scope:

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

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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 based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

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

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the

extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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