Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Taylion High Desert Academy/Adelanto	Benoni Pantoja	benoni.pantoja@taylion.com
	VP of Schools	7602955564

2017-20 Plan Summary

The Story

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

Taylion High Desert Academy (THDA) is a small independent study charter school that employs a total of 14 certificated and 8 classified staff and communication takes place on a weekly if not a daily basis. Taylion Academies were established because there has been a growing trend of children experiencing depression, and/or social-emotional issues not suitably addressed in a large comprehensive high school setting. This has resulted in lower test scores impacting student learning, and also contributing to middle and high school dropout rates. Taylion is a DASS, alternative school to work with students who are considered "high needs" or credit deficient. Taylion services students who have highly socioeconomically disadvantaged, 93.6%. Taylion aslo is WASC accredited for the next six years.

In Fall 2013, THDA was established to provide all students with a nurturing and safe educational environment, through a small school setting, with a reduced teacher-to-student ratio, and provides students with access to numerous resources to address academic and social-emotional development. In 2013, Taylion High Desert Academy was granted a 5-year term that was authorized by Adelanto Elementary School District. THDA is a start-up non-classroom based K-12 direct funded charter school; whose role is to provide students within the community of Rainbow as well as he surrounding communities, with a choice to an alternative high quality educational program and platform that will prepare them for College and Career. THDA offers students with an option to the following educational platforms:
1) Virtual Online Learning: Grades K-12, (2) Homeschool for grades K-12, (3) Independent Study (IS) for grades 7-12

THDA LEARNING CENTERS

THDA was established in fall 2013 and is currently in its fifth year of operation, situated at the San Bernardino facility since October 2014. This is a timeline of the opening/closing of Learning Centers:
• Victorville Location: Opened Fall 2013 (17738 Nevada Ave)
• Adelanto Location: Opened Fall 2013 (11336 Bartlett Ave #9)
• New Victorville Location: Opened January 2014 (14196 Amargosa Road)
• Old Victorville Site: Closed August 2014 (17738 Nevada Ave)
• San Bernardino Location: Opened October 2014 (1184 W. 2nd St. Suite 101)

MISSION

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

VISION

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

INSTRUCTIONAL PROGRAMS

THDA offers students with an option to the following educational platforms:
1) Virtual Online Learning: Grades K-12, (2) Homeschool for grades K-12, (3) Independent Study (IS) for grades 7-12. For our independent studies program we offer online and offline courses which meet the A-G requirements. Students who are a fit for online courses access online portals such as Florida Virtual and Brain Honey to engage with course content and assessments. Our Home School program involves our specialized educators collaborating with our parents to deliver a home school instruction model with high levels of parent

THDA Demographics:
11.4% Black/African American
.5% Chinese
.2% Filipino
53.6% Hispanic or Latino
6.8% Mexican American
3.9% Upspecified
20.9% White

Hispanic 79.9%
Not Hispanic 20.1%

Female 52.9%
Male 47.1%

Grade Level
1st - 3
2nd - 3
3rd -1
4th - 7
5th - 7
6th - 11

7th - 18
8th - 28
9th - 44
10th - 86
11th - 101
12th - 98
Total 412

LCAP Highlights

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

Taylion High Desert Academy focused on increasing student achievement and student engagement. The main focus of this year's LCAP includes a strong emphasis on professional learning for all staff. The professional learning activities centered on gaining a deeper understanding of student assessments and the value the data brings to curriculum and instructional practices. For example, our teachers increased their knowledge on our NWEA Measures of Academic Progress (MAP), Smarter Balanced, and our ELPAC for our students.

Our staff collectively administered our assessments to our students according to our initial proposed activities in support of our goal 1 of our LCAP. Our next step is to review our achievement data, identify our pressing achievement priorities, and find ways to address our student's academic needs.

Our staff will also emphasize student engagement through increased services for students and parents. For instance, we will continue to coordinate and provide learning experiences beyond our learning centers. That is, we will plan field trips for all of our students to expose them to post-secondary opportunities including visits to universities, colleges, and industries in high demand within our community.

Finally, we will continue to tap on our staff's talents and expertise to revise our curriculum and instructional model. Our end in mind is to increase the rigor across our online and offline curriculum through staff collaboration for each content area. Our teachers and staff have initiated the work and we are on our way to plan for implementation of the changes in curriculum and instruction.

Other notables are:
-Increased student ernollment
-Increased reclassification rate for EL
-Workforce Readiness Partnership Program with County Community College

Review of Performance

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

performance for these students.

Greatest Progress

One of the areas of greatest needs is the achievement of our students identified as English Language Learners (ELLs). To improve our services and the quality of instruction, we reviewed our data and we identified specific areas to target instruction. To this end, our staff provided writing workshops for ELL students where they received small group direct instruction, one on one tutoring, and additional support as needed. Evidence of our collective impact is on our increased reclassification rate which stands at 57%. Although we yet have to increase achievement levels for our students, our reclassification rates show that (1) we are moving in the right direction and (2) continued implementation of direct teacher for ELL students through workshop model of instruction will have a greater impact further down the line.

Another notable strength from our programs is the extent to which our students are engaged and reported their experiences on survey monkey. One of our goals was to increase student engagement. Our expulsion and suspension rate is 0% and this is something to be commended for. In addition, students express that Taylion is a save heaven for them which reinforces engagement in our programs. With the addition of key staffing positions, we increased services for all students and specifically in the area of college and career readiness.

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

Greatest Needs

The pressing need is preparing our students to be college and career ready. Our greatest need is in the area of students meeting A-G requirements. Although this is an important indicator for schools, our percent of students meeting the requirements is concerning and is one or our priorities moving forward to the next school year.

In reviewing our Smarter Balanced Assessment Consortium (SBAC), our area that needs attention is our Math and ELA achievement scores. Our staff collectively acknowledges that our students demonstrated low proficiency levels in English Language Arts and Math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The data for the state indicators is not available on the California Department of Education Dashboard. The information available does show our graduation rates for all students and all of our student groups. The graduation rate for Taylion is 43.13% for all students. This is concerning to our staff and we are

emphasizing professional learning opportunities to address rigor, and engagement in our programs. Our staff is also continuing to focus on monitoring student achievement through our Measures of Academic Progress assessments, writing prompts, and other project based assessments in an effort to make sure that our students are getting the instructional supports needed. Most importantly, with the addition of our full time counselor, we will continue to involve our teachers and staff in monitoring credit completion so students are on track to graduate high school, along with a Personalized Learning Plan.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Taylion Academy Charter Schools will continue to focus on improving services for our special populations. More specifically, our program will expand on our workshop model to support the achievement of all students including ELLs and at risk students. This year, our staff implemented writing workshops based on the Common Core State Standards and will continue this model of support for all students. In addition, since we have experienced success with reclassifying ELL students, we will continue to provide direct instruction through workshops and tutorials to our students. Part of this effort will involve looking at ways to increase the rigor in the classroom through project based learning and experiences in the core content area. Some of our teachers have been trained on Project Based Learning (PBL) and our administration will continue to build capacity among all staff.

We will also add Career Readiness opportunities, courses, and pathways through Fuel Ed and hire temporary CTE Credentialed instructors to provide labs.

Lastly, we will continue our Social Emotional Learning for staff and students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,282,565
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$3,892,826

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

We may need additional resources for our CTE and Workforce pathways, depending on the grants available.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 3,840,028

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1. Establish baseline using 2017-18 Fall NWEA Math Benchmark Assessments. 2. CAASPP ELA Assessment Targets. Increase the percent of students who attain proficiency or higher by 5% for all students. 3. CAASPP ELA Assessment Targets. Increase the percent of students	1. Baseline Scores NWEA Math Benchmark Assessments in progress Math 8th= 201.8 9th= 213.8 10= 215.7

Expected

who attain proficiency or higher by %5 for all students.

4. Percent of ELL students advancing by one proficiency level was 24%
5. Reclassification Rate was 25%
6. Percent of ELL meeting English Proficiency on the ELPAC was 25%
7. Decrease percent of Long Term English Learners was 35%
8. 2016 EAP baseline 0 9. 0
10. 0
11. Student Device ratio 4:1 was met
12. Taylion met the state participation requirement for the Physical Fitness Test

Actual

11th= 218.5
12th= 219
Reading
8th= 204
9th= 211.6
10= 213
11th= 215.5
12th= 216.9
Language
8th= 205.8
9th= 210.1
10= 213.2
11th= 215.3
12th= 217.1

2. Establish growth targets for CAASPP ELA Assessment.
3. Establish growth targets for CAASPP Math Assessment.
4. % of ELL advancing by 1 Proficiency Level annually: 12% (increase by 2%)
5. Increase Reclassification Rate to: 26%
6. % of ELL meeting English Proficiency (ELPAC): 15%
7. Decrease % of LTEL to: 50%
8. 2016 EAP results will serve as baseline.
9. 2016 will serve as baseline of % of Grade 10 Students taking PSAT:
10. 2016 will serve as baseline of % of Grade 11 -12 Students taking SAT:
11. Student to Device ratio: 4:1
12. All grade 5, 7 & 9 students will participate in Physical Fitness Test (PFT).

Expected	Actual

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED STAFFING TO SUPPORT EDUCATIONAL PROGRAM Taylion High Desert Academy provides a high-quality education that is WASC-Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning. The following staff are instrumental in providing all students with a rigorous Common Core-aligned educational program: THDA will employ 8 teachers that are appropriately credentialed and assigned.	STAFFING TO SUPPORT EDUCATIONAL PROGRAM Taylion High Desert Academy provided a high quality education that is WASC-Accredited and offered 3 types of programs. The following staff provided instructional and other related support and services to our students as part of our base educational program. THDA employed 8 teachers that were and are still appropriately credentialed and assigned. THDA employed 2 Administrative Assistants that served as the registrar's (enrollment	BUDGETED $ 253,165 – LCFF Base – Certificated Teachers (1100) $52,612 – LCFF Base – Administrator – (1300) $79,560 – LCFF Base – Support – (2200)	$1,341,012 – LCFF Base Certificated Teachers (1100)/LCFF Base – Administrator – (1300)/ LCFF Base – Support – (2200)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
THDA will employ 2 Administrative Assistants that will serve as the registrar, and community/student outreach in order to maximize student enrollment. THDA will also acquire the services of an Academic Advisor to assist students in high school with their 4-year academic plan, monitor academic performance and post-graduation planning (College application, transcript review, THDA's Leadership Team: • Executive Director • Principal • Director of Special Education Services • Director of Compliance • Director of Marketing/IT • Curriculum & Instructional Coaching	specialists), and community/student outreach in order to maximize student enrollment. THDA hired a counselor to provide students enrolled in our high school independent study program with their 4-year academic plan and post-graduation planning. THDA's Leadership Team continued and also added one position of Principal/Director of THDA which was filled in April of 2017. TheTHDA Leadership Team included. Executive Director Vice President of Schools Principal/Director Director of Compliance Director or Marketing/IT Curriculum & Instructional Coaching		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ASSESSMENTS THDA will implement the following assessments to drive curricular decision- making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following: Diagnostic Assessments Diagnostic Assessments using NWEA (for new/incoming students) in ELA and Math. NWEA Measures of Academic Progress (MAP) benchmark assessments in ELA & Math for grades 2-12: 3 times/year Implement formative and summative assessments in ELA and Math	ASSESSMENTS THDA implemented multiple summative and formative assessments to inform decision-making across curriculum and instruction with emphasis on English Language Arts and Mathematics to match the expectations of our new assessment system CAASP. In addition, our summative and interim assessments helped us identify students who need additional academic and/or instructional support. Diagnostic Assessments Our staff administered the NWEA assessments for new and incoming students in ELA and Math. Our teachers administered the NWEA MAP assessments in ELA & Math 3 times/year for	$5,000 LCFF Supplemental- 4305	$7,801 LCFF Supplemental - 4305

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Writing Assessments in all grade levels: 3-4 times/year with rubrics. TSDA will also administer the following state-mandated assessments: ELPAC for ELL CAST Science: Grade 5, 8, 10. Physical Fitness Test (PFT): Grade 5, 7, 9 CAASPP: ELA & Math: Grades 3-11	grades 2-10 and 2 times a year for grades 11th-12th since the students participated in the SBAC 11th and the CAASP Pilot Science test for 12th graders at the end of the year. Our teachers administered project based assessments in Science and Social Science. Our staff administered writing assessments for all the appropriate grade levels 3 times a year with rubrics. Our ELL specialist and appropriate staff administered the following state required assessments for the 2016-2017 school year including: Annual and initial CELDT for English Learners CST Science: Grades 5,8, and 10 Physical Fitness Test: Grades 5, 7, 9 CASSPP: ELA & Math: Grades 3rd-8th & 11th		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	CAST Pilot Test for 12th grade		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELL/ELD PROGRAM THDA will implement the following program to ensure all ELL's are provided with a Common Core aligned ELA/ELD program, with appropriately credentialed teachers (BCLAD/CLAD Certified) and are assessed and monitored closely to ensure all ELL growth targets and measurable outcomes are met. The following describes our school's ELL/ELD Program: ELPAC Coordinator will administer ELPAC assessment annually for all ELL students and report results to Principal. THDA will provide all teachers with PD on newly adopted ELA/ELD Frameworks.	ELL/ELD PROGRAM TSDA staff participated in several professional development activities emphasizing instructional and assessment areas in our ELL program and that are aligned to the new CCSS in ELA. Our teachers and instructional support staff who provided services are fully credentialed. Our ELPAC Coordinator administered all required ELPAC assessments to our students considered ELL. THDA provided all teachers and support staff with professional development on the adopted CCSS ELA/ELD frameworks	Costs are factored in from Action A (Certificated staff) $1,500 – LCFF Supplemental (5805) Gen Consulting	Costs are factored in from Action A (certificated staff) $ 8,155 – LCFF Supplemental (5805) General Consulting

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Principal & teachers as a PLC will analyze ELPACresults and discuss student progress and routinely use data to: • Monitor the progress of ELL and Reclassified students. • Determine the short and long-term needs of ELL students • Determine specific actions designed to accelerate language acquisition and learning for ELL students ELPAC administrator will reclassify students annually based on the school's reclassification criteria. All teachers will provide Integrated ELD (academic language development across all disciplines) via A Plus online program and/or on-site ELD Program. Implement ELD Curriculum via A Plus Online Curriculum, including	and other ELL topics in August,September, and October. Our Directors participated in a training emphasizing ELPAC and SBAC results in October. Our school principal and teachers met to review ELPAC results and to determine instructional and curricular priorities for the current year and to identify supports for students based on their needs. Our ELPAC coordinator reclassified students annually based on the school and the CDE's required reclassification criteria. Teachers initially used A Plus online program to provide integrated ELD and phased it out as they provided direct instruction via workshops and small groups focusing on vocabulary.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supplemental programs that will support ELLs. ELA teachers will provide Integrated ELD (academic language development across all disciplines), using SDAIE strategies; through push-in/pullout and small group instruction in ELD course. Implement ELL supports that focus on the following: • Increased reclassification rates • Increase % of ELL Students meeting English Proficiency as measured by ELPAC • Increase number of ELL students improving by 1 Performance Level on ELPAC, annually • Academic needs of Long-term ELL: LTEL	Teachers who had ELL students delivered the ELD Curriculum via workshops using supplemental and ELD aligned instructional materials via workshop model. All teachers who taught ELL students provided integrated ELD using SDAIE strategies focusing on vocabulary development. THDA staff implemented various instructional supports focusing on ELL students' needs including close monitoring, small group instruction, and additional one on one tutoring to increase overall ELL achievement on the ELPAC and increase reclassification rates.		

Action 4

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ACADEMIC INTERVENTIONS THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment used for placement. THDA will provide onsite Math workshops for targeted students based on diagnostic assessment used for placement. Students will have access to 1:1 tutoring with their designated teacher. Students will have access to audio-video resources to assist struggling readers and build on prior knowledge. Students participating in distance/virtual learning meet with their assigned teacher a minimum of bi-weekly.	ACADEMIC INTERVENTIONS THDA provided onsite ELA workshop for students who showed a need for additional support via diagnostic assessments. THDA provided onsite Math workshop for students in general math, pre-algebra, Algebra I and other courses. Students enrolled in our educational programs had access to 1:1 tutoring in all core and elective classes with their designated teacher. Students had access to audio-video resources to assist at risk or struggling readers including Kahn Academy, schoolyourself.com, and other remediation courses offered through our online curriculum. Students who participated in our distance/virtual learning met with	$ 253,165 – LCFF Base – Certificated Teachers (1100)	$1,341,012 – LCFF Base Certificated Teachers (1100)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	their assigned teacher at least every 20 days. Teachers also made contact with students periodically via phone and as needed to support student achievement.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TECHNOLOGY In order to provide all students with access to 21st-century learning experiences, THDA will purchase: 1. THDA Leadership Team will develop a needs assessment to research purchasing Chromebooks/laptop carts versus Thin Clients for student use to access online curriculum, supplemental materials and web-based resources. 2. Increase bandwidth schoolwide to ensure all students are able to	TECHNOLOGY THDA increased access to technology for all students as part of their efforts to provide access to a 21st-century learning environment. 1. THDA leadership team developed a needs assessment to purchase technology that would meet our program goals and needs for our homeschool, independent studies, and assessment program. The purchases included Chromebooks and web-based supplemental materials.	$2,000 – LCFF Supplemental (5801) IT $1,500 – LCFF Sup (5805) Gen Consulting	$2,343 – LCFF Supplemental (5801) IT $27,636 – LCFF Supplemental (5805) Gen Consulting

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
access the Internet, online curriculum and materials. 3. Obtain the services of an IT Consultant for implementation, and installation of technology devices, based on the technology purchase (from the needs assessment).	2. Based on our needs assessment, THDA staff determined that the current bandwidth would meet our program needs. 3. THDA obtained the services of an IT Consultant to plan, implement, and install the technology hardware and software purchased that would support our educational programs.		

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

Analysis

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

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

The activities and services for Goal 1 have been implemented to a large extent in our Taylion High Desert Academy educational programs. Goal 1 addressed the need to collect student achievement data to drive achievement and provide supports for our students. One of our needs was to have appropriate qualified and trained staff to support our efforts of collecting and analyzing achievement data. We successfully recruited and hired a support staff to provide academic advising and 4-year college plans.

Another major component of this goal was to administer various assessments and benchmarks to our students in order to assess our efficacy of our educational programs for all learners. To this end, our staff successfully implanted NWEA MAP benchmarks to our students in grades 2nd-12th. In addition, our ELPAC Coordinator administered the annual ELPAC to all ELL students in our program. Finally, our support staff and teachers administered the SBAC in ELA & Math to our 3rd – 8th & 11th grade students and the PFT to all 5, 7, and 9 grade students.

Our staff also implemented the initiatives to support our ELD program and student achievement. For example, our staff including teachers, support staff and directors participated in professional development focusing on the new CCSS based ELA/ELL framework. Most importantly, our teachers piloted and provided integrated ELL language development through workshops and small group direct instruction.

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

Although collectively, the THDA staff increased the level of services and engaged in professional learning, it is too early to assess the effectiveness at this time. Mastering and using the skills and the new tools is a process and we are looking forward to reviewing achievement data as it becomes available. For example, we will have our achievement data for SBAC in August. We currently have real time data from NWEA MAP in Math and ELA and our next step is to use the data to inform instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our actual estimated expenditures for teacher salaries was higher than what we originally budgeted in our LCAP. Based on our achievement data we reviewed when it became available we determined that we needed to provide professional development and revise part of our core online and offline curriculum. We acknowledge that this is a higher amount and we determined that to support students' needs, we need the necessary revisions to our curriculum. Taylion also purchased additional technology hardware and software to support our local and state assessment programs these were hire as well.. Since we need to assess students using our computer adaptive tests, based on our technology needs assessment we determined that we needed additional hardware to support an adequate testing environment.

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

The goal will remain the same and we will continue to provide the services for ELL students, the administration of all local and state required benchmarks. Most importantly, we will have to continue to build capacity among our staff to understand our achievement data and how to inform instruction to address our students' academic needs.

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 all disciplines] in order to provide all students with high quality instruction that includes writing across the curriculum and providing relevant learning experiences that encourages student engagement. (Aligns with WASC Action Plan #1, 2)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected   **Actual**

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

All teachers at TSDA participated in training on CCSS ELA/ELD. One teacher from each department was sent to be the "Trainer of Trainers" by receiving PD common core math, Social Studies, and the Next Generation Science Standards. They in turn trained the remainder of the staff members.
Our teachers have not received PD on Character Counts Program but instead on Social Emotional Learning.
All teachers received PD on NWEA MAP for schoolwide implementation. Testing coordinators also received additional training for reports and data analysis.
All of our teachers have access to instructional materials that are standards aligned to a large extent.
Our most recent data on MS shows that 0% students dropped out
Our most recent data on HS shows a 43.13% graduation (baseline 42%)
0% of our graduating are meeting UC A-G requirements

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PROFESSIONAL DEVELOPMENT TSDA will provide all teachers with Professional Development on	PROFESSIONAL DEVELOPMENT TSDA teachers participated in a variety of professional	$27,936 LCFF Sup 5805 Ed Consultants	$29,023 LCFF Sup 5805 Ed Consultants

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high-quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus for the school year: • Common Core State Standards: ELA/ELD Frameworks, Math, & NGSS • Writing across the curriculum (w/Jane Schaffer) • Professional Learning Communities (PLC) • Targeted Interventions • Flipped Instruction • Implementing Formative Assessments to drive instruction • Developing & Implementing Summative Assessments • Implementing & Analyzing NWEA MAP Assessments • A Plus Online Curriculum	development activities focusing in the new CCSS including ELA/ELD and Math. Our staff at THDA has specialties and all of our teachers participated in at least one or more trainings specific to their content area. All teachers participated in NWEA MAP training since all of them administer the assessments to their students. Additional training was provided in the following areas: Social Emotional Learning Personalized Learning Career Readiness THDA participated in several NWEA MAP training on the following dates including August, November, and December. The trainings listed above included topics of goal planning and reporting. THDA provided 4 professional development on the following		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
THDA will continue to provide all teachers with training on NWEA MAP Training. (Summer) THDA will provide all teachers with training on goal planning & reporting. THDA will provide 4 non-instructional days of Taylion- wide Professional Development. THDA will provide Professional Development (Taylion- wide) every other week (Fridays); to review, disaggregate and analyze student achievement data. THDA Leadership Team will develop SMART Goals (using revised LCAP Goals) that align with WASC Action Plan, and a timeline for reviewing data, measurable outcomes that may result in modifications to the instructional program.	dates August, November, February, and March. Our THDA staff including support specialist and teachers meets every other Friday to discuss topics related to students and achievement which includes reviewing achievement data. The development of SMART goals is in progress. The leadership team will continue this effort for the next academic year. They also developed goals for the WASC accreditation process which were very similar to SMART goals and in a different format.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CURRICULUM TSDA will purchase and/or subscribe to the following Common Core aligned curriculum: A Plus Online Curriculum Florida Virtual Rosetta Stone Compass Learning (Odyssey) Discovery Education Leadership Team will research Science Curriculum for adoption that will meet UC A-G requirements. Leadership Team will research Math Curriculum that will meet the needs of students. Purchase instructional materials	CURRICULUM THDA purchased the core textbook and supplemental instructional material for our different programs we offer online and through our independent study curriculum. For the current year, Taylion High Desert Academy purchased licenses for the online program including (1) A Plus Online, (2) Florida Virtual, (3) Rosetta Stone, (4) Compass Learning (Odyssey), (5) Discovery Education. THDA also purchased instructional materials for our Science Lab which is UC A-G approved. Books/Publishers: College Beginning Algebra (Auffman, Barker Lockwood), Int. Math (McGraw Hill), High Point EL Support, and ELA novels	$204,00 LCFF Base (4100) Core Materials	$416,666 LCFF Base (4100) Core Materials

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
including Science Lab equipment (UC A-G).			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
STUDENT ENGAGEMENT In order to ensure student engagement and provide students with relevant learning experiences, THDA will provide the following for all students: Field trips relevant to course content (Museums, Science Centers, Maker Labs). Field trips to Colleges/Universities. High School Students will attend College Fairs and FAFSA Application workshops. All students will have access to an academic advisory.	STUDENT ENGAGEMENT THDA provided students with meaningful learning experiences beyond our educational programs. Students attended field trips to enrich and extend learning beyond our curriculum. Students attended local museums, theaters, and natural parks. Our students participated in several field trips to expose them to higher learning life and expectations including our local community colleges. Some even participated in Victor Valley College Bridge program and SB Community District College Workforce Readiness program. All students had access to	$1326 - LCFF Con (4303) Activities/Field Trips	$1099 - LCFF Con (4303) Activities/Field Trips

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
As part of THDA's ongoing College-going culture; all students in grades 9-10 will take the PSAT; and Grades 11-12 will take the SAT/ACT. THDA will provide PSAT/SAT Preparation Workshops using online modules including Khan Academy	academic advisory through our counselor. This is work in progress which will continue to be a service for next school year.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
THDA provides all students with a rigorous academic program through various platforms Independent study, Home Study, and Distance/Virtual Learning. Florida Virtual provides students with an extensive course list and UC A-G approved courses. A Plus Online provides students with a list of courses. THDA has developed a partnership with Palomar College	COURSE ACCESS THDA provided our students with relevant and rigorous curriculum through diverse platforms to fit student academic needs. These include our Independent Study th-12th, Home Study K-12th, and Distance/Virtual Learning 9th-12th which is a component of our Independent Studies. THDA provided the instructional services to students enrolled in our programs via the following platforms and strategies.	Same as action 2 (Curriculum) $204,00 LCFF Base	ESTIMATED ACTUAL $416,666 LCFF Base (4100) Core Materials

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
whereby THDA student participate in concurrent enrollment, earning college credit for courses. THDA will work to establish a partnership with SB Community College District and Victor Valley College to provide THDA students with the opportunity to participate in concurrent enrollment.	Florida Virtual Platform which includes A-G approved courses A Plus Online Platform SB Community College District and Victor Valley College Concurrent Enrollment Partnerships were established with local community colleges. Students participated in Victor Valley College Bridge program and SB Community District College Workforce Readiness program.		

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

Analysis

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

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

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

We also adopted the "trainer of trainers model" where a lead staff members received training to provide to other staff members. Such as our ELA, Math, and Science standards. These were delivered to other staff members at our "All Sties Meeting," quarterly. We identified lead teachers to receive the PD and then pass along to other staff members.

Lastly, all staff received social emotional learning trainer through Collaborative Learning Solutions three times last year. One trainer described the overall virtual program for our students and the different modules. Staff also participated in Mindfulness and the variety levels of SEL training.

We will continue with our professional development planning and training. We understand that learning starts with our staff and then trickles down with support for our students.

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

Overall, we have been effective in implementing a professional development plan. Staff survey after all our professional development show 3 out of 4 satisfaction. In addition, staff reporting after attending conferences and training was 100% positive. Also parent surveys, indicate a 90% parent satisfaction rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference is that we have an increase of participants of attending more conferences, an increase of new curriculum to meet CCSS standards, purchased more technology for online education, and CTE online education

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

We added an additional training for CTE and Workforce Development this year. Staff attended more conferences and training that were not anticipated at the beginning of the year.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities:

Annual Measurable Outcomes

Expected   **Actual**

1. Maintain suspension rates <2%
2. Maintain expulsion rates <1%
3. 50% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey.
4. 50% of parent respondents who are satisfied with the school's program as measured in the annual parent survey.
5. THDA will host at least 3 workshops annually for parents to increase parent engagement & participation.
6. Parent input in decision-making will take place in Parent Advisory meetings.
7. An Annual FIT score of "Good."

1. THDA did not suspend any students. 0% suspension rate for 2016-17 and 2017-18 school year.
2. THDA did not expel any students. 0% expulsion rate for 2016-17 and 2017-18 school year.
3. THDA met this goal
4. THDA met this goal
5. THDA hosted more than 3 workshops and facilitated a committee which Included parents.
6. THDA solicited input from the Parent Advisory Committee meetings
7. THDA will explore other facilities inspection tools that are more cost effective. In light of all the mass shootings, Taylion also created an internal staff Safety Committee to create better procedures and protocols.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SCHOOL CLIMATE THDA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive	THDA successfully implemented outreach activities to promote and sustain a safe and welcome learning environment for all students, staff, and our visitors, including parents.	Total $253,165 – LCFF Base – S/C (From Goal 1) $200,000;LCFF Base - 4100 $5,000; LCFF S/C – 4305 $79,560; LCFF Base – 2200	Total; $1,341,012 – LCFF Base- S/C (From Goal 1)/LCFF Base -4100/LCFF S/C - 4305/LCFF Base – 2200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
behavior system. 1. All students in high school will be enrolled in an onsite Academic Advisory courses that will address: Life Skills, bullying, College/Career Pathway. 2. THDA has purchased Salesforce service to track/monitor Taylion graduates; to create an Alumnus base, communicate and welcome graduates back to THDA; and to monitor the number of graduates who pursue post-secondary education. 3. Create learning communities by grade level through team building activities (at the beginning of the school year and every 45 days, thereafter) onsite. 4. Community Outreach Coordinator will create an annual plan for THDA to host schoolwide events that integrate the	1. All students in grades 9th-12th had access to Academic Advisory courses (which we called SEL) that focused on life skills, bullying, and College & Career Pathway awareness. 2. THDA purchased Salesforce and is currently using the program but exploring other SIS to better monitor the data an make it more effective. 3. This is work in progress and will continue for next academic year. 4. Our Community Outreach Coordinator created an annual plan for THDA to host schoolwide events that integrated communities from San Bernardino County High Desert and City communities which included blood drives, community fairs, Career Workshops, Community Clean-up Day, and local colleges visits		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
community: • Fairs/events • Blood Drives • Community Clean-up	within the region.		

Action 2

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

		$2,500; LCFF S/C – 4400	$12,084; LCFF S/C – 4400 (Non-Capitalized Equipment)
SCHOOL SAFETY THDA's Leadership Team will review and revise the school's Comprehensive School Safety Plan and conduct monthly drills that will be documented as part of emergency preparedness. THDA will install security cameras schoolwide that will be monitored by school staff. School Director will develop a supervision plan to ensure schoolwide supervision during school hours. Administer annual Facility Inspection (FIT) Report.	SCHOOL SAFETY THDA's Leadership Team reviewed and revised the school's Comprehensive School Safety Plan through several meetings. THDA conducted monthly drills and documented their drills as part of their plan. THDA installed security cameras schoolwide which are monitored an ongoing basis. The school director developed a supervision plan to ensure supervision during school hours and student activities. THDA participated in the administration of the Facility Inspection Tool and received a report.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
OPPORTUNITIES FOR PARENT ENGAGEMENT	OPPORTUNITIES FOR PARENT ENGAGEMENT	Total $253,165 – LCFF Base – S/C (From Goal 1)	Total; $1,341,012 – LCFF Base-S/C (From Goal 1)/LCFF Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
THDA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. They include The Community Outreach Coordinator will communicate with parents on upcoming events, volunteer opportunities, monthly parent meetings and upload events to the school's website. 1. Develop and disseminate monthly newsletters for parents. 2. Communicate with parents using Google Text. 3. Host parent workshops College & Career Night Parenting Workshop Understanding CAASPP Results 4. Host parent/student orientation where students and Parents meet school staff, learn about resources and tour the school. 5. Host Back-to-School Night. 6. Host Open House annually. 7. THDA has partnered with Life	THDA developed and implanted a program to increase parent Capacity in understating our educational program and also to increase their awareness of our services and connect with our staff. 1. Our parents and students received monthly newsletters and Calendars which included event information in English and Spanish. 2. We will continue to work on this item next school year but also use Parent Square as a digital means of communication. 3. THDA hosted parent workshops which included four College and Career Nights Parenting strategies workshop Understanding state assessment results (CAASPP) 4. Hosted parent orientations (2) and every other Friday for new enrollees 5. Hosted Back to School Night.	$200,000;LCFF Base - 4100 $5,000; LCFF S/C – 4305 $79,560; LCFF Base – 2200	-4100/LCFF S/C - 4305/LCFF Base – 2200

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Line who provides socio-emotional counseling offsite.	6. Hosted Open House 7. THDA established partnership with local mental health agencies (Goodwill, Food Den, etc.)		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PARENT DECISION-MAKING Parent decision-making will take place through: Parent Advisory Council to allow parents with opportunities for input in decision-making.	PARENT DECISION-MAKING THDA established the Parent Advisory Council and held meetings where parents provided input regarding several educational programs and policies.	Total $253,165 – LCFF Base – S/C (From Goal 1) $200,000;LCFF Base - 4100 $5,000; LCFF S/C – 4305 $79,560; LCFF Base – 2200	Total; $1,341,012 – LCFF Base-S/C (From Goal 1)/LCFF Base -4100/LCFF S/C - 4305/LCFF Base – 2200

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

Analysis

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

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

Overall, we implemented most of the action/services with fidelity. Our focus on this goal was to improve student outcomes by improving stakeholders communication and partnerships. Parent communication improved with our monthly newsletter in English and Spanish. In addition, we updated our website calendar regularly and maximized Parent Square text communication. We also had monthly college/career workshops to inform students/families of the variety of college/career opportunities with guest speakers from a variety industry sectors. The local community colleges and the different departments within were a big portion of the presentations.

Our community partnerships continue to grow and strengthen. We are plugged in with all of our local chambers of commerce (Adelanto, Victorville, San Bernardino, and SB Black Chamber) and their large seasonal community events. Also, as mentioned above, our community colleges dual enrollment or concurrent enrollment has increased with our students participating in more colleges courses. We've also increased our students cultural capital by taking them to college field trips, career fairs, industry partners, and community service events. We continue to have a strong partnership with our charter authorizer. Lastly, we are in the process of establishing partnerships with the county Workforce agencies who will provide job training, leadership skills, and resume building for our students. In fact, at our San Bernardino location SB Community College district offered a college Workforce Readiness program.

Taylion continues to have a nonexistent suspension and expulsion rate which is a testament to our positive CARE school culture. We are also proud of our safety plan procedures, along with our video surveillance that promotes a safe and guarded environment.

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

Taylion is very effective within this goal of improving student academic outcomes by collaborating with parents, families and community partners to support student learning and achievement.

Suspension rates are at 0%

Expulsion rates are at 0%

Parents have a 90% satisfaction rate

100% of students feel safe at Taylion according to student surveys

Although we are a safe school we need to continue to provide training to staff and students on "Active Shooters" because of the increase high school shootings.

San Bernardino Community College District Workforce Readiness course on Taylion's campus

Communication with are stakeholders has improved through our monthly newsletters in English/Spanish, Parent Square, and our website. However, we still need to attract more parents to attend our School Advisory Council meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several differences were the following:

Parent Square was purchased to provide more social Media communication

Additional cameras were needed for security and emergency supplies

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

The goal will remain the same for the upcoming year. We would desire several possible changes if the budget permits:

Active Shooter Training

SIS Upgrade to better track, and communicate with students/families.

Board members training

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

THDA values stakeholder and parents' active involvement in our educational programs. As such, our staff provided opportunities for our community and parents to give input as part of our Local Control Accountability Plan (LCAP) revision. The following meetings our staff facilitated include consultations with a diverse group of stakeholders to inform our LCAP goals.

School Advisory Council Quarterly Meetings
Parent Conferences twice a year Award Nights after each Semester
Senior Meetings quarterly also Senior Breakfast Teacher PD (Twice a Month)
College and Career Days Monthly Teacher All Sites PD (Quarterly) Student Workshops Weekly Student Council Every Thursday FIDM Club Every other Week

Finally, our THDA also engaged our parents through two waves of parent and student surveys via Survey Monkey. The survey focused on parent and student experiences and perceptions on school climate, culture and parent involvement.

Impact on LCAP and Annual Update

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

The feedback from the parents and students influenced our actions and services for our LCAP. For instance, our feedback from parents and students

suggested that we need to continue to monitor our learning center safety plan, especially after the national mass shooting crisis. To this end, we will provide refresher training for our staff on how to respond to different emergency situations. And, also seek Active Shooter Training. Our staff communicated the need to select appropriate supplemental materials for all of our learners to cater to their learning and academic interest. Consequently, we will continue to research and purchase supplemental materials to engage our students at a deeper level which honors their learning style, interest, and academic skills.

Additionally these were other suggested feedback:
Improved Math/ELA workshops
Continue Awards Nights with Parent Informational
Continue staff PD with clear objectives
More CTE and Workforce Opportunities for students
Additional community resources (emotional health)

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

NWEA Math Assessment CAASP ELA (11th) CAASP Math (11th) EL % in Proficiency Level on the ELPAC EL Reclassification % % of English proficient on ELPAC EAP ELA EAP Math PSAT # College and Career Readiness SAT % College and Career Readiness	Baseline from 2016-2017 35% of students achieving proficiency or higher 3% of students achieving proficiency or higher In 2016-2017 10% of students advanced 1 level or higher on the ELPAC For 2016-2017 57% In 2016-2017 15% ELL English Proficiency In 2015-2016 21% College Ready In 2015-2016 7% College Ready In 2016-2017 2 students College and Career Ready In 2016-2017 0 students College and Career Ready	5% increase in students on track to achieve proficiency 5% increase of students achieving proficiency or higher 5% increase of students achieving proficiency or higher 15% of students advancing one level on ELPAC 65% 20% ELL English proficient 30% College Ready 17% College Ready 10 students College and Career Ready 5 students College and Career Ready	5% increase in students on track to achieve proficiency 5% increase of students achieving proficiency or higher 5% increase of students achieving proficiency or higher 20% of students advancing one level on ELPAC 75% 25% ELL English proficient 35% College Ready 25% College Ready 15 students College and Career Ready 10 students College and Career Ready	5% increase in students on track to achieve proficiency % increase of students achieving proficiency or higher 5% increase of students achieving proficiency or higher 25% of students advancing one level on ELPAC 100% 30% ELL English proficient 40% College Ready 30% College Ready 20 students College and Career Ready 15 students College and Career Ready

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

STAFFING TO SUPPORT EDUCATIONAL PROGRAM
Taylion High Desert Academy provides a high quality education that is WASC-Accredited and offers 3 types of programs within its K-12 schools: Independent Study; Home Study and Distance/Virtual Learning.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

The following staff are instrumental in providing all students with a rigorous Common Core aligned educational program:

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

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

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

THDA's Leadership Team:
• Executive Director
• Principal
• Director of Special Education Services
• Director of Compliance
• Director of Marketing/IT
• Curriculum & Instructional Coaching

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 385,337.00		
Source	LCFF Base		
Budget Reference	$ 253,165 LCFF Base Certificated Teachers (1100) $52,612 LCFF Base Administrator – (1300) $79,560 LCFF Base Support Staff – (2200)		

Action #2

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

Students to be Served	**Location(s)**
All Students, Students with Disabilities	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
THDA will implement the following assessments to drive curricular decision-making, identify students who struggle academically for designated interventions; and ensure all state accountability requirements are met by all subgroups. Public Policy Charter School will participate in all state-mandated assessments; and administer the following: Diagnostic Assessments Diagnostic Assessments using NWEA (for new/incoming students) in ELA and Math. NWEA Measures of Academic Progress (MAP) benchmark assessments in ELA & Math for grades 2-12: 3 times/year	N/A	N/A

Implement formative and summative assessments in ELA and Math

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

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

CAST Science: Grade 5, 8, 10.

Physical Fitness Test (PFT): Grade 5, 7, 9

CAASPP: ELA & Math: Grades 3-11

Budgeted Expenditures

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

Action #3

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

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

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

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

School Principal & teachers as a PLC will analyze ELPAC results and discuss student progress and routinely use data to:
• Monitor the progress of ELL and Reclassified students.
• Determine the short and long-term needs of ELL students
• Determine specific actions designed to accelerate language acquisition and learning for ELL students

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

All teachers will provide Integrated ELD (academic language development across all

disciplines) via A Plus online program and/or on-site ELD Program.

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

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

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

Budgeted Expenditures

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

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

Action #4

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
THDA will provide onsite ELA workshops for targeted students based on diagnostic assessment used for placement. THDA will provide onsite Math workshops for targeted students based on diagnostic assessment used for placement. Students will have access to 1:1 tutoring with their designated teacher. Students will have access to audio-video resources to assist struggling readers and build on prior knowledge. Students participating in distance/virtual learning meet with their assigned teacher every 20 days (onsite).	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$286,078 Factored in Action A		

Year	2017-18	2018-19	2019-20
Source	LCFF Base		
Budget Reference	Certificated Teachers (1100)		

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
TECHNOLOGY In order to provide all students with access to 21st century learning experiences, THDA will purchase: 1. THDA Leadership Team will develop a needs assessment to research purchasing Chromebooks/laptop carts versus Thin Clients for student use to access online curriculum, supplemental materials and web-based resources. 2. Increase bandwidth schoolwide to ensure all students are able to access the Internet, online curriculum and materials. 3. Obtain the services of an IT Consultant for implementation, and installation of technology devices, based on the technology purchase (from the needs assessment).	N/A	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,498.00		

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

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 7

Local Priorities:

Identified Need:

There is a need to develop and implement a Professional Development Plan that addresses the Common Core State Standards; meets the instructional needs of teachers and academic needs of students

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Teacher Professional Learning on CCSS, ELA/ELD Framework, Social Science, and NGSS	25% No teachers trained 0% 2015-2016 28.2% For 2016-2017 42% 0%	50% 25% 0% 27% 43% 5%	75% 50% 0% 26% 44% 10%	100% 100% 0% 25% 45% 15%
All teachers trained on Character Counts Program				
Decrease Drop Out Rate for Middle School by 1% annually				
Increase HS graduation rate by 1% annually				
% of graduating students meeting A-G				

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

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

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

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,000.00		
Source	LCFF Supplemental		
Budget Reference	5106 Education Consultants		

Action #2

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

Students to be Served	**Location(s)**
All Students, Students with Disabilities	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
CURRICULUM THDA will purchase and/or subscribe to the following Common Core aligned curriculum: A Plus Online Curriculum Florida Virtual Rosetta Stone Compass Learning (Odyssey) Discovery Education	N/A	N/A

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

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

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

Budgeted Expenditures

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

Action #3

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

Students to be Served   **Location(s)**

All Students, Students with Disabilities	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
STUDENT ENGAGEMENT In order to ensure student engagement and provide students with relevant learning experiences, THDA will provide the following for all students: Field trips relevant to course content (Museums, Science Centers, Maker Labs). Field trips to Colleges/Universities.	N/A	N/A

High School Students will attend College Fairs and FAFSA Application workshops.

All students will have access to an academic advisory.

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

Budgeted Expenditures

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

Action #4

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

Florida Virtual provides students with an extensive course list and UC A-G approved

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

courses.

A Plus Online provides students with a list of courses.

THDA has developed a partnership with SB County Community Colleges whereby THDA student participate in concurrent enrollment, earning college credit for courses.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$204,000		
Source	LCFF Base		
Budget Reference	Core Instructional Materials		

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Maintain suspension rates <2% Maintain expulsion rates <1% 50% reporting safe learning environment at school Parent Involvement Workshops Parent Advisory Meetings	0% 0% 50% Offer 3 workshops Offer 3 meetings, one per trimester and include 3 additional members	0% 0% 65% Maintain and offer new topics Offer 3 meetings, one per trimester and include 5 additional members	0% 0% 80% Maintain and offer new topics Offer 3 meetings, one per trimester and include 8 additional members	0% 0% More than 90% Maintain and offer new topics Offer 3 meetings, one per trimester and include 10 additional members

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
THDA will implement the following in order to provide all students and staff with a safe, welcoming learning environment and implementation of the positive behavior system. 1. All students in high school will be enrolled in an onsite Academic Advisory courses (SEL) that will address: Life Skills, bullying, College/Career Pathway. 2. THDA has purchased Salesforce service to track/monitor Taylion graduates; to create an Alumnus base, communicate and welcome graduates back to THDA; and to	N/A	N/A

monitor the number of graduates who pursue post-secondary education.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$284,560		
Source	LCFF Base, Con, Supplemental		
Budget Reference	LCFF Base, Con, Supplemental		

Action #2

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

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

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

Budgeted Expenditures

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

Action #3

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

Students to be Served	Location(s)
All Students, Students with Disabilities	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

| 2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
OPPORTUNITIES FOR PARENT ENGAGEMENT THDA believes parents play a critical role in their child's success. Our goal will be to implement programs that will engage parents as partners. The Community Outreach Coordinator will communicate with parents on upcoming events, volunteer opportunities, monthly parent meetings and upload events to the school's website.	N/A	N/A

Develop and disseminate monthly newsletters in English and Spanish for parents.
Communicate with parents using Google Text or by digital means such as Parent Square. Host parent workshops
College & Career Night Parenting Workshop
Understanding CAASPP Results
Host parent/student orientation where students and Parents meet school staff, learn about resources and tour the school.
Host Back-to-School Night. Host Open House annually.
THDA has partnered with Emotional Health Agencies who provides socio-emotional counseling offsite.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See cost for support salaries from previous action 2		
Source	See cost for support salaries from previous action 2		

Budget Reference | See cost for support salaries from previous action 2
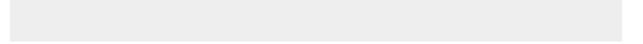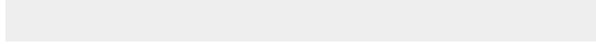
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$ 682,346

Percentage to Increase or Improve Services

21.61 %

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

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

Taylion Academy's unduplicated pupil percentage is 82.32% and is considered a school-wide (program-wide). Our staff allocated the supplemental and concentration funds to improve access to high quality supplemental materials to support the Common Core State Standards. Our staff selected instructional materials that were principally directed to the needs of our economically disadvantaged students and which all students would benefit from. Secondly, we also increased our professional development for 100% of our teachers which would impact 100% of our students far exceeding the 17.8% requirement for improved and increased services by the CDE. For instance, we provided professional learning on the CELDT and NWEA MAP. These activities provided additional information regarding our students' academic needs and to inform our instruction and instructional materials. The services were principally directed to English Learnings and economically disadvantaged students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$ 682,346

Percentage to Increase or Improve Services

21.61 %

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

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

21.61 %