

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Heights Charter

CDS Code: 37 68049 0127118

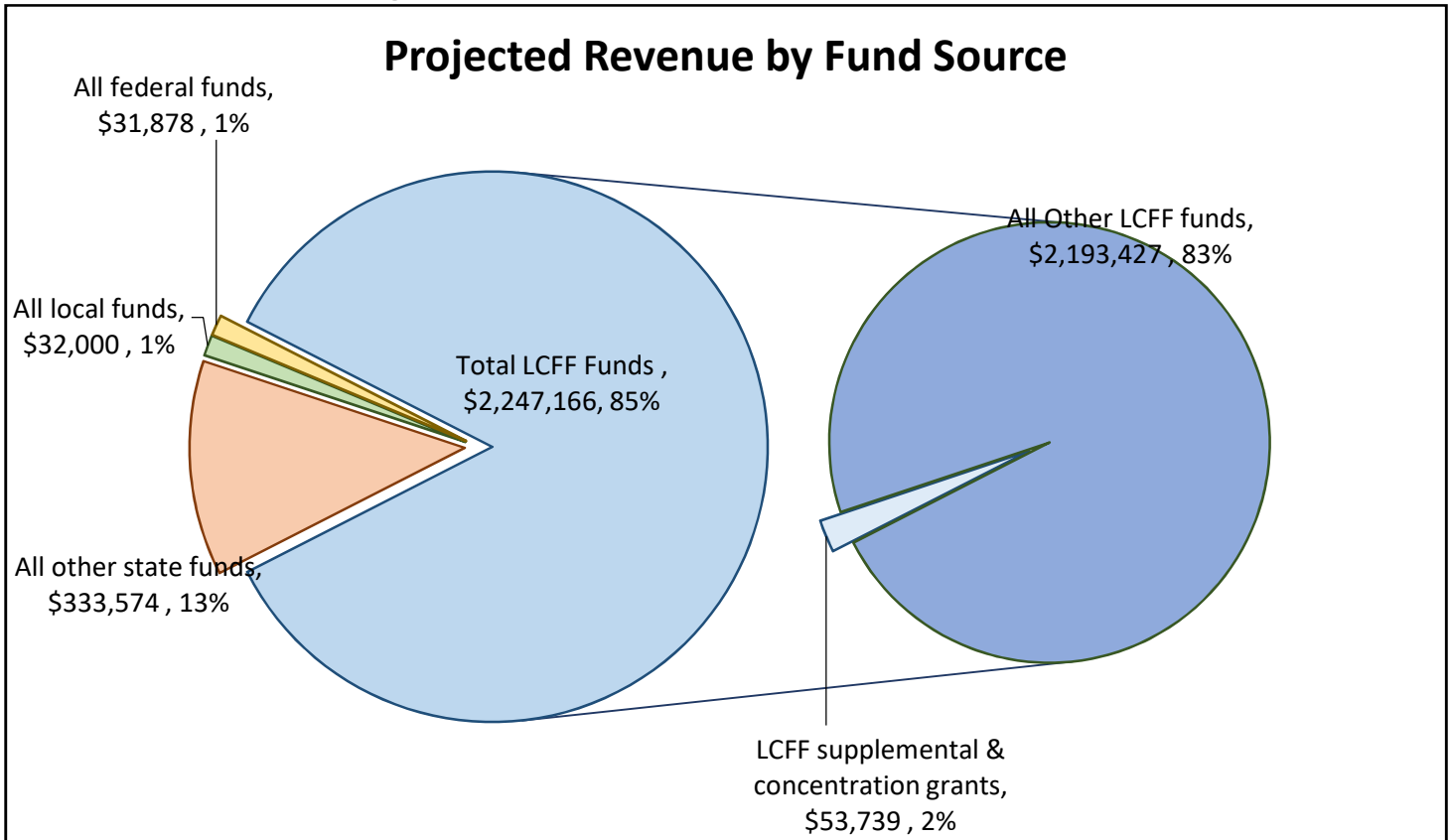
School Year: 2021 – 22

LEA contact information: Diana Whyte, Director, dwhyte@heightscharter.com, 619-792-9000

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

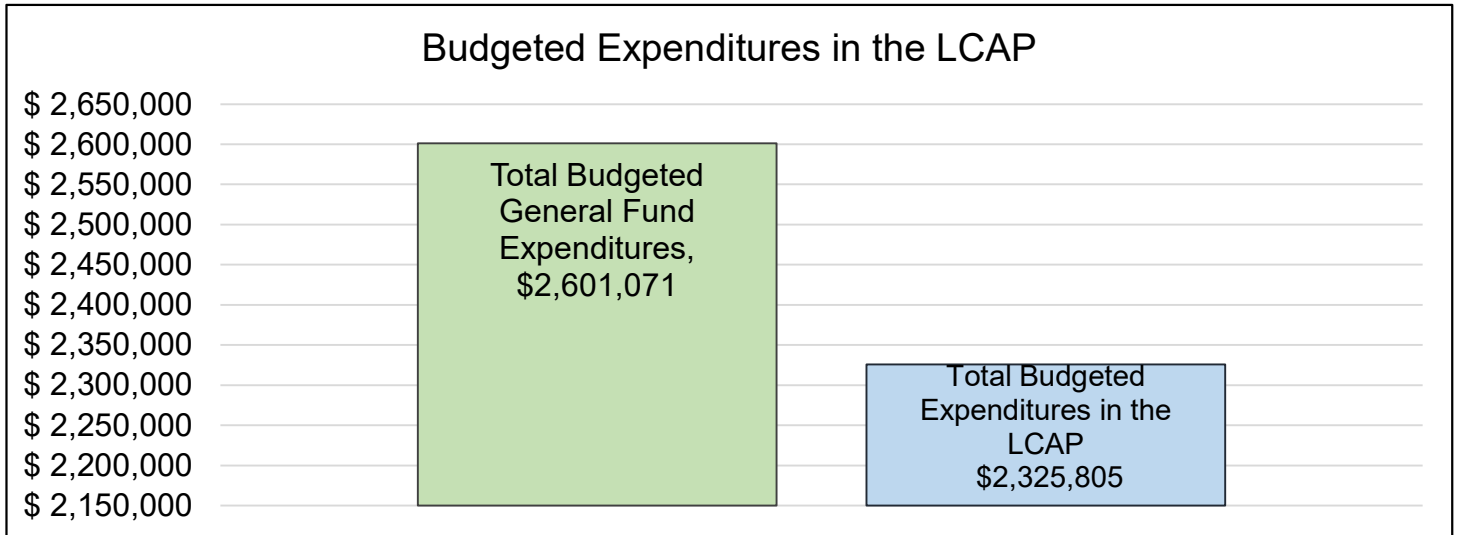


This chart shows the total general purpose revenue The Heights Charter expects to receive in the coming year from all sources.

The total revenue projected for The Heights Charter is \$2,644,618.00, of which \$2,247,166.00 is Local Control Funding Formula (LCFF), \$333,574.00 is other state funds, \$32,000.00 is local funds, and \$31,878.00 is federal funds. Of the \$2,247,166.00 in LCFF Funds, \$53,739.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much The Heights Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

The Heights Charter plans to spend \$2,601,071.00 for the 2021 – 22 school year. Of that amount, \$2,325,805.00 is tied to actions/services in the LCAP and \$275,266.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

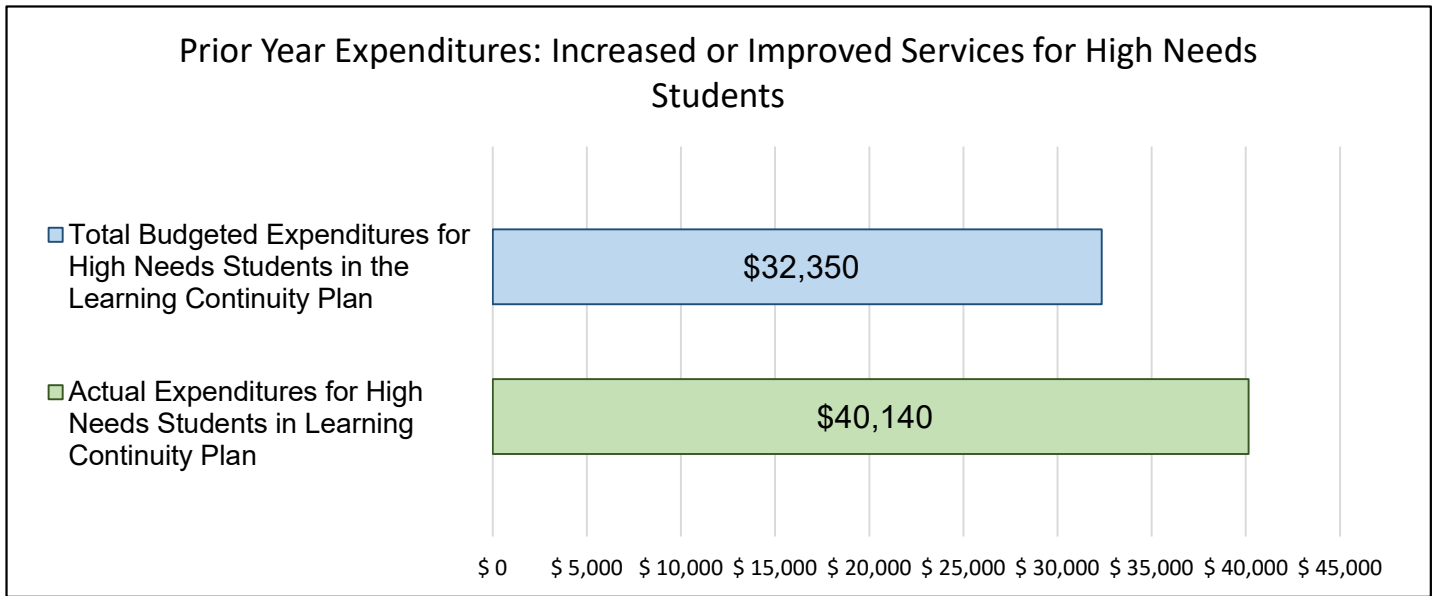
General Administration Fees are not included in the LCAP. These include expenses associated with audit, legal, accounting, and district oversight.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, The Heights Charter is projecting it will receive \$53,739.00 based on the enrollment of foster youth, English learner, and low-income students. The Heights Charter must describe how it intends to increase or improve services for high needs students in the LCAP. The Heights Charter plans to spend \$53,739.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, The Heights Charter's Learning Continuity Plan budgeted \$32,350.00 for planned actions to increase or improve services for high needs students. The Heights Charter actually spent \$40,140.25 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Heights Charter	Diana Whyte, Director	dwhyte@heightscharter.com , (619)792-9000

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

Goal 1

All Teachers will have the appropriate credential to teach core subjects in an independent study program and be appropriately assigned. A director with at least 20 years of experience in education will oversee the teaching staff and provide support as necessary.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
100% of Teachers full credentialed and appropriately assigned	100% of Teachers full credentialed and appropriately assigned

Expected	Actual
School has Director with 20 plus years experience in education	School has Director with 20 plus years experience in education

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
The Heights Charter will hire teachers that are appropriately assigned pursuant to Education Code 44258.9 full credentialed in multiple subject area and for the pupils they are teaching for all core subjects in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in multiple subjects or one core academic area and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects	\$931,773	\$964,903
The Heights will hire/retain a Director who will oversee the staff, evaluate performance, and provide assistance as necessary.	\$160,850	\$159,895

Goal Analysis

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

Not Applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Heights Charter hired credentialed teachers who were appropriately assigned. The Heights Charter hired a Director who oversaw the staff, evaluated performance, and provided assistance as necessary.

Goal 2

A resource center will be available to all students that desire on site learning experiences, wish to utilize tutoring services, and desire to participate in social-skill building extracurricular activities. All students set their own schedules regarding frequency of visiting the resource center. The Heights will assure adequate space is available to accommodate all students that wish to utilize the resource center. All necessary supplies required in the learning process, both in core classes and extra-curricular classes, will be made available. The resource center will have a multipurpose room to accommodate additional activities offered, such as physical education and drama, as well as to hold parent group meetings. The facility will be promote a climate in which students feel comfortable, respected, and safe. The facility will be kept clean and well maintained.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services, School Climate

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
At least 50% of students participate in an activity offered at the resource center every day as evidenced by safety roster	At least 50% of students participated in an activity offered at the resource center every day the center was open.
At the end of each school year parents and students will be asked to complete a survey regarding school climate.	Survey was waived due to COVID-19 and replaced with a survey designed to get parent input regarding COVID-19 related issues
Director or designated staff will do a walk-through weekly and make note of any maintenance/safety issues as evidenced by a completed form	Director or designated staff did a walk-through weekly while the learning center was open and made note of any maintenance/safety issues as evidenced by a completed form

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Facilities will be leased which are large enough to accommodate all students and all activities offered	\$247,056	\$245,743

Facilities will be well maintained and clean. To further enhance safety, The Heights will maintain adequate insurance, provide utilities to create a comfortable learning environment, and have a security system. The facility will have appropriate learning supplies as well as cleaning/other supplies. The facility will have furniture and equipment which is conducive to a learning environment. The facility will have adequate computers for students to access online learning and take state mandated tests and MAPS tests.		
	\$131,897	\$97,733

Goal Analysis

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

As a result of COVID-19 closures and uncertainties concerning the 2020-21 school year, The Heights froze the purchase of computers, furniture, and equipment during the last few months of 2019-20. Excess funds remained in the fund balance and were spent in 2020-21 on computers to loan to students for home learning, and furniture and equipment modified to comply with social distancing requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Heights Charter leased facilities large enough to accommodate all students and activities offered. Facilities were well maintained, safety protocols were followed, and maintained adequate equipment and supplies to provide a comfortable learning environment.

Goal 3

All students will increase their proficiency in English language arts and mathematic by at least one grade level each year. All students will be enrolled in social studies and science. All students will be enrolled in at least one non-core extracurricular activity to promote social skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement, Pupil Engagement, School Climate, Course Access

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
72% of students met or exceeded state standards in English language arts and 45% of students met or exceeded state standard in mathematics	Testing was suspended due to COVID-19
All Students “maintained” their student performance rank in mathematics and “increased” their status in English language arts	Testing was suspended due to COVID-19
0 Students suspended	0 Students suspended
All students were enrolled in independent study core classes	All students were enrolled in independent study core classes
99% ADA	99% ADA
CELDT Tests-English learners will become proficient in English within 3 years of enrollment	All English learners have been enrolled less than 3 years

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure sufficient tutorial support is available for students requiring one on one assistance	\$137,272	\$164,201
Hire/Retain Education Specialist/Psychologist and Special Education Aides and contract out specialized services to assist children with special needs in meeting their highest potential	\$228,666	\$243,090
Hire additional certificated and classified staff to provide extracurricular activities such as art classes, gardening, and yearbook to promote social development	\$84,656	\$84,511
Interview, assess, and develop an individualized learning plan for each student	\$0	\$0

Obtain assessment software, NWEA MAPS, to track student process during the year	\$3,000	\$3,442
Hire/Retain Administrative Assistant to maintain rosters of students attending learning labs	\$76,696	\$73,994
Employ PBIS to encourage appropriate behavior while attending activities at the resource center and to encourage participation in activities	\$9,000	\$8,000
Low Income/Foster children will be supported by providing scholarships for field trips, having healthy snacks available as needed, and providing supplies	\$2,000	\$2,056

Goal Analysis

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

Not Applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While the goals were met during the first half of the year, adjustments had to be made in the second half due to COVID-19. One on one tutoring and special education services switched to an online format. Extracurricular activities and field trips were suspended. Rosters were kept of students attending online learning activities.

Goal 4

All students will have access to rigorous, well rounded, independent study friendly, standards-aligned curricula. Online learning resources will be offered to give students the option of learning at home or at the resource center. Teachers will be trained in the teaching of this curricula in an independent study environment. Classroom materials required to provide a complete learning experience will be available at the resource center. Students will be given the opportunity to participate in extracurricular activities and field trips designed to enhance both learning and the building of social skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Implementation of State Standards, Course Access

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Each student has access to standards aligned textbooks in all core classes	Each student had access to standards aligned textbooks in all core classes
At least 4 online learning programs will be made available to students for use in the learning center and at home	At least 4 online learning programs will be made available to students for use in the learning center and at home
Sign in logs for professional development offered on site	Sign in logs were kept for professional development offered on site
Procedure in place to ensure learning materials are replaced as needed	Procedures were followed to ensure learning materials were replaced as needed
5 field trips per year will be offered	Field trips were suspended due to COVID-19
At least 4 extracurricular clubs will be offered	At least 4 extracurricular clubs were offered while the learning center was open

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase standards aligned textbooks as necessary based on annual inventory	\$24,700	\$6,436
Purchase licenses for online learning software	\$11,485	\$13,534
Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills	\$22,700	\$22,341
Provide professional development opportunities for educators.	\$3,970	\$5,481

Goal Analysis

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

As a result of COVID-19 closures and uncertainties concerning the 2020-21 school year, The Heights froze the purchase of textbooks during the last few months of 2019-20. Excess funds remained in the fund balance and were spent in 2020-21 on text books, software, and the development of an online platform that allowed group classes and one on one tutoring.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Licenses for online learning software were purchased. Since distance learning was already set up, this lessened the impact of COVID-19. The purchase of textbooks was postponed several months due to the uncertainty created by COVID-19. Field trips, extra-curricular activities, and professional development were temporarily suspended during the last half of the school year due to COVID-19.

Goal 5

Involve parents in the education of their children through the use of weekly newsletters, Parent meetings, annual needs-assessment surveys, and encouraging parents to both serve on the board and attend board meetings. Parents will also be encouraged to volunteer at the school and on field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: Parental Involvement

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Weekly newsletters are produced and distributed on line while school is in session	Weekly newsletters were produced and distributed on line

Expected	Actual
At least 6 parent meetings will be held annually at varying times to accommodate working families	Parent meetings were held until the COVID-19 shutdown
At least 2 parents will be on the board	At least 2 parents were on the board
Annual survey will be provided to parents to obtain suggestions for improvement	An annual survey was sent to parents to obtain input

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer opportunities. Report cards and test results will be mailed to parents.	\$1,500	\$1,550
Parents input will be encouraged through parent meetings with the director, surveys, and participation in board meetings.	\$0	\$0

Goal Analysis

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

Not Applicable

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 shutdown parent meetings were temporarily suspended and replaced with several surveys to get input. Parent input was also received during board meetings conducted on zoom.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of masks, thermometers, disinfecting supplies.	\$1,500.00	\$4,200.00	N

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

The school was able to fully open during FY20-21, resulting in an increase of PPE and disinfecting supplies.

Analysis of In-Person Instructional Offerings

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

Scaled down on site learning was resumed. Concentration was on core classes, with interdisciplinary learning temporarily suspended. Due to COVID-19 interaction between students had to be limited which resulted in elimination of most activities that built social skills. An attempt was made to accommodate parent choice by offering several learning models which included a variety of onsite learning labs, on line classes, and one on one sessions through zoom. Less time on site and more time distance learning resulted in a degree of learning loss as well as a loss of social skills.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Set up Google classrooms, zoom meeting rooms for each classroom, and pre-recorded instructional videos. Maintain digital learning website.	\$7,500.00	\$13,371.81	Y
Develop comprehensive instructional materials to be included in bi-weekly packets. Print and distribute packets to parents in a timely and consistent manner.	\$2,500.00	\$2,699.04	Y

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

Stipends were paid to teachers for the extra duties performed to set up the Google classrooms, which required an extensive amount of time.

Analysis of the Distance Learning Program

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

As an independent study school, The Heights Charter already had the tools in place to implement a wider scale of distance learning. Continuity of instruction was maintained in core classes. Interdisciplinary learning and extracurricular activities were, for the most part, put on a temporary hold. Concentration was placed on core classes in an effort to minimize learning loss. Most students had access to devices and connectivity due to the online educational software the school makes available to them. A survey was sent out to ascertain which families, if any, needed help in this area. These families were loaned computers and provided with internet access as needed. As an independent study school all students were already required to submit work for review and approval and participation was calculated based on this work. Staff was given training in Google classrooms, zoom meetings, and creating instructional videos to complement their current expertise in independent study learning. Support for students with unique needs was initially continued through zoom and gradually resumed in person as allowed by the government.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of one year subscription to NWEA MAP testing software, Lexia Learning Software, and Learning Ally online books for student with disabilities	\$9,500.00	\$9,791.00	Y
Purchase of additional electronic devices to loan to students	\$11,500.00	\$11,509.39	Y
Hot Spot WiFi through San Diego County Office of Education for families without internet connection	\$850.00	\$1,594.80	Y

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

Not Applicable

Analysis of Pupil Learning Loss

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

Students experienced the greatest amount of learning loss in mathematics. Parents in general felt they were not able to provide the support their students needed in mathematics. The percent of students that met or exceeded state standards in English language arts, per MAP testing, decreased by 1%. The Heights Charter plans to hire an additional math tutor/aide for one-on-one assistance. We also have created a new Data Analysis position which will review student data and provide the appropriate resources to each student.

Analysis of Mental Health and Social and Emotional Well-Being

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

The Heights Charter had a school psychologist on staff all year to assist students that demonstrated a need for intervention. The biggest challenge was the loss of social skills due to a decrease in interaction with other students and with teachers and staff.

Analysis of Pupil and Family Engagement and Outreach

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

Several surveys were sent to parents during the school year to get their input regarding what steps needed to be taken for them to feel it was safe for their students to return to on-site learning labs. In addition, a school climate survey was sent to all students, parents, teachers, and staff. Overall students and parents indicated they felt the school was a safe environment. The biggest concern was the feeling that people had shown, overall, less empathy towards one another.

Analysis of School Nutrition

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

Students and parents have been directed to organizations which were providing food distributions.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Provide supplies to students for use in completing their	\$500	\$1,174.21	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	distance learning assignments. This will ensure that low-income students have the tools they need to successfully complete their schoolwork.			

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

Not Applicable

Overall Analysis

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

As an independent study charter school, The Heights already had distance learning programs in place. These were expanding by including on line classrooms and teaching videos. These were not found to be as effective as onsite learning labs. The Heights will continue to provide student access to on line educational software programs.

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

All students will be given the MAP test on a regular basis to assess progress. This, as well as school work turned in and input from teachers will be analyzed for each student and the appropriate resources will be directed to that student to optimize their progress.

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

The main service was providing a math tutor for one-on-one sessions. This service remained in place. Supplies continued to be provided as needed.

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

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

The Heights Charter has determined the need to closely monitor student progress in the 2021-22 school year and determine what resources need to be allocated to each student to optimize their growth. We have created a new position, Coordinator of Data Analysis and Intervention, which will be dedicated to performing this task. We are also assigning an additional one-on-one tutor/aide to act as a resource to struggling students.

Approximately 25% of the students expressed a degree of dissatisfaction with the student to teacher interaction and felt teachers were not approachable. The Heights Charter feels it is imperative for students to feel they can go their teachers for help. We have initiated a professional development program for staff utilizing the series “9 Essential Skills for the Love and Logic Classroom” by Jim Fay and Charles Fay, Ph.D. The professional development sessions will continue to occur monthly in the 2021-22 school year when the students return to class.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

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
The Heights Charter	Diana Whyte, Director	dwhyte@heightscharter.com , (619)792-9000

Plan Summary [LCAP Year]

General Information

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

The Heights Charter is a K-8 independent study school located in the rural foothills of San Diego County. We provide an alternative educational venue to families in the eastern portion of San Diego County serving families from seventeen communities that come from distances up to 30 miles away.

8.9% of the students are socio-economically disadvantaged and 13.3% are special needs.

The Heights Charter was founded to allow each student to reach their fullest potential by developing individualized learning plans.

Reflections: Successes

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

The percentage of students that met or exceeded state standards in English language arts remained the same on the MAP tests administered in the Fall of 2019, right before the pandemic, and in the Spring of 2021. The same was true of the subgroup of special needs students. The Heights' students experienced no downtime. Being an independent study school, The Heights already had many home schooling tools in place and was able to pivot to distance learning immediately. We concentrated on basics in an attempt to maintain the learning level in the core classes.

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.

The percentage of students that met or exceeded state standards in math per the Map test administered in the Spring of 2021 decreased by 23% when compared to the MAP test administered in the Fall of 2019, right before the pandemic. While there was no interruption in the students' education, it was necessary to concentrate on basics. Interdisciplinary learning had to be temporarily suspended. Zoom classes were limited to one hour per day per student due to attention issues. Also, parents found it more challenging to help their students with their

math lessons. Test results were also negatively impacted due to the lack of special accommodations provided to the special needs students, such as having certain portions of the test read aloud to them.

In the coming year The Heights plans to return to their normal teaching model to curtail further learning loss. To mitigate learning loss experienced in 2020-21 we will retain the math tutor position we had and hire an additional tutor. We have assigned a Coordinator of Data Analysis and Intervention to coordinate the use of resources to mitigate learning loss.

LCAP Highlights

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

The lack of in-person contact this past year has resulted in a deterioration of social interaction skills on the part of both the students and staff. For the staff this is being, and will continue to be, addressed through regularly scheduled staff development sessions emphasizing the use of positive and empathic teaching methods. Social interaction opportunities will be provided to the students through extracurricular clubs, physical education, and field trips to help them rebuild their social skills.

The Heights plans on retaining the current math tutor position and assigning a second tutor/aide, both of whom will focus on mitigating learning loss. A new position, Coordinator of Data Analysis and Intervention, will be created. This person will organize and direct the use of staff members and online resources to most effectively assist students who have experienced loss learning and who need additional assistance. MAP testing data, Literably Reading Assessment data, and teacher input will be used to identify students that are in need of intervention.

The Heights will resume their regular teaching model which will include interdisciplinary learning and increased availability of on-site instruction. We have also allocated funds for PPE and sanitation to make students and parents feel comfortable returning for in-person learning and socialization opportunities.

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.

None

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

A survey of parents was taken in the fall of 2020 regarding parent concerns and options for re-opening the school and safety measures. A school climate survey was sent to parents, teachers, classified employees, and students in the spring of 2021. The results of these surveys were tabulated and reviewed for trends.

A summary of the feedback provided by specific stakeholder groups.

In a review of the student surveys, the primary area that appears to need improvement is adult to student interaction. Approximately 25% of the students indicated they did not feel students were treated with respect and equality and that teachers were not approachable and were not encouraging enough. The students did feel that the quality of teaching was good, that everyone gets along well, that bullying is minimal, that they feel involved, and that teachers give individual help when needed and make them feel good. They feel safe and connected while on site.

Parents expressed a satisfaction rating of 90% in response to the questions on the school climate survey. Topics covered were quality of education, school safety, social/emotional support, equitable treatment of students, and accessibility of teachers and staff. The responses to the fall 2020 survey were inconclusive as the responses were evenly spread over options for returning to school versus distance learning and over options of wearing masks and other PPE. The main concern expressed was that they felt their students were suffering from a lack of social interaction.

The staff expressed a general satisfaction in all areas of 90%, with no consistent issues identified.

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

The biggest concern was expressed by students and their interactions with teachers and staff. The Heights has implemented weekly professional development sessions utilizing the series "9 Essential Skills for the Love and Logic Classroom" by Jim Fay and Charles Fay, Ph.D. The professional development sessions will continue to occur monthly in the 2021-22 school year when the students return to class.

In response to parents concern regarding the lack of social interaction and resulting social/emotional issues, The Heights plans to resume extracurricular activities, field trips, and physical education opportunities to allow the students to interact with their classmates.

Goals and Actions

Goal

Goal #	Description
1	All Teachers will have the appropriate credential to teach core subjects in an independent study program and be appropriately assigned. A Director with at least 20 years of experience in education will oversee the teaching staff and provide support as necessary.

An explanation of why the LEA has developed this goal.

The Heights Charter wants to ensure that all students are provided a quality education by qualified teachers who are under the supervision of an experienced director.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher credentials	100% of Teachers have the proper credential and are appropriately assigned in the 2020/21 school year	Not Applicable	Not Applicable	Not Applicable	100% of Teachers will have the proper credential and be appropriately assigned
Director Experience	Director has over 20 years of experience in education in the 2020/21 school year	Not Applicable	Not Applicable	Not Applicable	Director will have over 20 years of experience in education

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teaching Staff	The Heights will employ a teaching staff that is properly credentialed and assigned for the classes being taught, per Ed Code.	\$1,201,149	Y

Action #	Title	Description	Total Funds	Contributing
2	Teacher Credentialing/Assignment	Upon hiring and annually thereafter office staff will verify the status of all teachers' credentials through the Commission on Teacher Credentialing state website. Credentials will be compared with current teaching assignments to ensure compliance.	\$8,755	Y
3	Qualified Director	Director salaries in the community will be monitored annually to ensure the school is offering a competitive salary that will allow it to retain/attract an experienced, competent Director	\$130,227	Y

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.

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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.

Not applicable for LCAP year 2021-22

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

Goal

Goal #	Description
2	A resource center will be available to all students that desire on site learning experiences, wish to utilize tutoring services, and desire to participate in social-skill building extracurricular activities. All students set their own schedules regarding frequency of attending the resource center. The Heights will assure adequate space is available to accommodate all students that wish to utilize the resource center. All necessary supplies required in the learning process, both in core classes and extra-curricular activities, will be made available. The resource center will have a multipurpose room to accommodate additional activities offered, such as physical education and drama, as well as to hold parent group meetings. The facility will promote a climate in which students feel comfortable, respected, and safe. The facility will be kept clean and will be well maintained.

An explanation of why the LEA has developed this goal.

While The Heights Charter offers an independent study program, we want to ensure that students have access to onsite group instruction as well as one-on-one tutoring as needed. This is offered to assist students in making adequate progress in their studies. In addition we feel it is important to offer students the extra-curricular activities such as PE, drama, and yearbook production to give them an opportunity to explore a variety of interests and receive a well-rounded education. We also feel most students benefit on a socio-economical level from interaction with fellow students. It is our goal to provide these opportunities in an environment that promotes a sense of safety and equality for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation in On-Site Activities as evidences by daily safety roster.	At least 50% of the students participated in an on-site activity Monday through Thursday. Facilities were not open on Friday during the 2020/21 school year	Not Applicable	Not Applicable	Not Applicable	At least 50% of students will participate in an on-site activity Monday through Friday.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	In the Spring of 2021 a school climate survey was sent to all parents and given to all students to identify areas needing improvement. Satisfaction rate was 90% for parents, 83% for students and 90% for teachers/staff	Not Applicable	Not Applicable	Not Applicable	In the Spring a school climate survey will be sent to all parents and students. 75% of responses will be positive.
Maintain Facilities in Good Repair per Site Inspection Report	During the 2020/21 school year the Director or designated staff did a weekly walkthrough of facilities and recorded any maintenance or safety issues. Identified repairs were made within 10 working days with the exception of one repair which necessitated ordering a special part.	Not Applicable	Not Applicable	Not Applicable	Director or designated staff will do a weekly walkthrough of the facilities and record any maintenance or safety issues. Identified issues will be remedied within 10 working days.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adequate Facilities	The Heights Charter will lease facilities adequate to accommodate all activities offered. An analysis of activities offered and estimated number of students attending these activities will be performed at the end of each school year to determine the space requirements for the next school year.	\$263,340	Y

Action #	Title	Description	Total Funds	Contributing
2	Facility Maintenance	Facilities will be maintained in a manner that offers a safe and comfortable learning environment. Air conditioning, heating, and lighting will be maintained at a level that provides students with comfortable surroundings. A security system and Insurance will be maintained for the protection of the students. Facilities will be kept clean and in good repair. An on-call handyman will be kept on payroll to perform maintenance as needed.	\$112,785	Y
3	CoVID19 Safety Measures	The Heights Charter will provide students and staff with sanitation stations and PPE both as dictated by the state and requested by parents.	\$3,500	N
4	Adequate Inventory	An adequate inventory of computers, furniture, learning supplies and cleaning supplies will be maintained at all times. Computers will be sufficient for students to take MAP and state tests and to access on line learning platforms. Computers and furniture will be examined on a regular basis and equipment which is broken or damaged will be replaced. Learning and cleaning supplies will be inventoried weekly and replenished as necessary.	\$62,000	Y

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.

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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.

Not applicable for LCAP year 2021-22

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

Goal

Goal #	Description
3	Students in all categories will increase their proficiency in English language arts and mathematics by at least one grade level each year. Any students that experienced learning loss during the CoVID19 shutdown will be given additional assistance to get back to grade level proficiency. All students will be enrolled in social studies and science. All students will be enrolled in at least one non-core extracurricular activity to promote social skills.

An explanation of why the LEA has developed this goal.

The Heights Charter feels it is of primary importance to ensure that all students in all categories obtain the knowledge and social skills necessary to be successful in their lives. All students should stay on track academically by advancing at least one year in proficiency in the core classes of English Language Arts and Mathematics to ensure a smooth transition into high school. We feel it is important to give each student a well rounded education which will include social studies to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It will also include science to encourage curiosity, an attitude of discovery, and a desire to seek the truth. Each student will participate in at least one extracurricular activity which will allow them to interact with fellow students and develop social skills, as well as explore different interests.

As an independent study school, each child will be evaluated individually to determine their needs. It is our goal to ensure special services will be provided to students as needed. This will include children who are determined to have special needs, children who are struggling or behind academically, children who experienced learning loss due to CoVID19, English learners, and low income children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MAP Test or CAASP test when available.	Per the MAP test administered in the Spring of 2021, 61% of the students met or exceeded state standards in English language arts, and 23% of the students met or exceeded state standards in mathematics. Note that 46% of students met or exceeded state standards on the MAP test administered in the Fall of 2019, right before the COVID pandemic.	Not Applicable	Not Applicable	Not Applicable	65% of students will meet or exceed state standards in English language arts and 45% of students will meet or exceed state standards in mathematics.
Dashboard	The suspension rate was zero per the 2019 Dashboard. There were no suspensions in the 2019/20 school year	Not Applicable	Not Applicable	Not Applicable	The suspension rate will be zero
Student Lesson Plans	In the 2020/21 school year all students were enrolled in the required core classes.	Not Applicable	Not Applicable	Not Applicable	All students will be enrolled in the required core classes.
P2 ADA	The P2 ADA for 2020/21 was 99%	Not Applicable	Not Applicable	Not Applicable	ADA will be at least 95%
ELPAC Tests	Our English learners have not been enrolled for 3 years	Not Applicable	Not Applicable	Not Applicable	English learners will be phased out within 3 years of enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Individual Tutoring	Provide individual tutoring to students that are struggling academically, including those that experienced learning loss due to the CoVID shutdown	\$197,098	Y
2	Special Education Students	Employ an educational specialist, psychologist, and special education aides. Contract with outside vendors to provide special services as indicated on student IEPs.	\$216,713	Y
3	Extracurricular Activities	Employ staff to provide extracurricular activities such as art, gardening, drama, and yearbook production to promote teamwork and the development of social skills.	\$50,902	Y
4	Individualized Learning Plan	All students will be assessed and interviewed. An individual learning plan will be developed for each student to best optimize their learning experience.	\$10,774	Y
5	NWEA MAP Growth Testing Software	Renew the software license for NWEA MAP Growth testing software to monitor the academic progress of students throughout the year. Use this test in place of state testing as necessary due to Covid19.	\$2,076	Y
6	Student Rosters	Employ an administrative assistant whose duties will include maintaining a daily list of students attending learning labs.	\$2,734	Y
7	Positive Behavioral Interventions and Support	Use PBIS to encourage student engagement in learning activities and appropriate social behavior while at the learning center.	\$9,000	Y
8	At Risk Youth	Low income students, students in foster care, and students experiencing homelessness will be supported by providing scholarships for field trips, a healthy meal each day, healthy snacks as needed, and supplies to complete school work at home.	\$2,000	Y

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.

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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.

Not applicable for LCAP year 2021-22

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

Goal

Goal #	Description
4	All students will have access to rigorous, well rounded, independent study friendly, standards-aligned curricula. Online learning resources will be offered to give students the option of learning at home or at the resource center. Teachers will be trained in the teaching of this curricula in an independent study environment. Classroom materials required to provide a complete learning experience will be available at the resource center. Students will be given the opportunity to participate in extracurricular activities and field trips designed to enhance both learning and the building of social skills.

An explanation of why the LEA has developed this goal.

As an independent study school, The Heights Charter feels it is imperative to keep students engaged in order to optimize the enjoyment and effectiveness of their learning experience thereby motivating them to learn. We feel it is important to offer a variety of instructional methods in order to cater to the needs of the individual student. Standards aligned textbooks are provided to all children. In addition, several online learning platforms are provided through licensing agreements. This allows the student to find the combination of instructional methods that best fit their learning style.

Parents have expressed a desire to have events that build social skills. We feel this is best accomplished through a combination of field trips and extracurricular activities. These provide an opportunity for the students to not only learn but to interact in an entertaining environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Textbook inventory	In the 2020/21 school year each student had access to standards aligned textbooks in all core classes	Not Applicable	Not Applicable	Not Applicable	All students will have access to standards aligned textbooks in all core classes
Online learning program licenses purchased	12 Online learning programs are currently being used due to CoVID19. Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, Mcgraw Hill math, Pebble Go, Pebble Go Next, Read Works, IXL, Generation Genius, and Quizlet	Not Applicable	Not Applicable	Not Applicable	At least 4 online learning programs will be made available to students for use in the learning center and at home
Field Trip logs	In the 2020/21 school year zero field trips were offered due to CoVID19	Not Applicable	Not Applicable	Not Applicable	At least 5 field trips will be offered
Extracurricular Club logs	In the 2020/21 school year no extracurricular clubs were offered due to limited resource center hours and a concentration on core subjects, due to CoVID19. In the 2019-20 school year 4 clubs were offered.	Not Applicable	Not Applicable	Not Applicable	At least 3 extracurricular clubs will be offered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sign in logs for professional development	In the 2020/21 school year professional development sessions were held every Friday using the Love and Logic staff development series “9 Essential Skills for the Love and Logic Classroom”, educating teachers and staff in positive teaching techniques	Not Applicable	Not Applicable	Not Applicable	Monthly professional development sessions will be given. Content will reflect needs identified through annual School Climate Survey as well as student test scores.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Textbooks	Purchase standards aligned textbooks as necessary based on annual inventory	\$5,000	Y
2	Online Learning Software	Based on teacher and student reviews, renew licenses for effective online learning software and replace non-effective software.	\$13,029	Y
3	Field Trips & Clubs	Offer a well-rounded mix of extra-curricular activities and field trips to enhance the learning experience and build social skills. Annually review offerings based on teacher, parent, and student review and revise as indicated.	\$22,000	Y
4	Professional Development	Offer teachers monthly professional development training using the “9 Essential Skills for the Love and Logic Classroom” series. This series specialized in addressing the social and emotional needs of students. This is designed to address student input regarding interaction with adults at the school.	\$9,000	Y

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.

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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.

Not applicable for LCAP year 2021-22

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

Goal

Goal #	Description
5	Involve parents in the education of their children through the use of weekly newsletters, Parent meetings, sending out annual needs-assessment surveys, and encouraging parents to both serve on the board and attend board meetings. Parents will also be encouraged to volunteer at the school and on field trips.

An explanation of why the LEA has developed this goal.

The Heights Charter works to maintain a two way communication with parents regarding their student's education, keeping them informed of both strengths and weaknesses. We also ask for input from parents regarding what is working for their student, what could use improvement, and changes they think would be beneficial to the learning environment. We provide several avenues through which this communication can occur. We feel parent participation is an integral part of the student's success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Newsletters	In the 2020/21 school year the newsletters were suspended due to CoVID19	Not Applicable	Not Applicable	Not Applicable	Weekly newsletters will be produced and distributed on line to parents and teachers while school is in session
Parent Meeting logs	In the 2020/21 school year no onsite parent meetings were held due to CoVID19. 4 surveys were sent out instead to get parent input.	Not Applicable	Not Applicable	Not Applicable	At least 4 parent meetings will be held annually at varying times during the day to accommodate working families.
Board member roster	In the 2020/21 school year 2 parents were on the board	Not Applicable	Not Applicable	Not Applicable	At least 2 parents will be on the board
Tabulation of Survey Results	In the spring of 2021 a school climate survey was sent to the parents on line. In addition 4 additional surveys were sent out to get input regarding CoVID related decisions.	Not Applicable	Not Applicable	Not Applicable	An annual survey will be provided to the parents to obtain their feedback regarding the strengths and weaknesses of the school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Weekly Newsletter	Parents will be kept informed on school activities and events through the publication of a weekly newsletter which is distributed through email and which will list volunteer opportunities.	\$1,500	N

Action #	Title	Description	Total Funds	Contributing
2	School Climate Survey	Parents, along with Teachers and Students, will be asked to complete a school climate survey annually. These surveys will be reviewed to see if there are areas that need adjustments	\$400	N
3	Parent Meetings	Parent meetings will be held at least 4 times a year. They will be held during the day and in the evening to accommodate the various schedules of the families. Parents will be given a summary of what is going on at the school and will be given an opportunity to ask questions and give input.	\$400	N
4	Report Cards	Report cards and test results will be mailed to parents/guardians to keep parents informed of their student's academic progress.	\$1,423	Y

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.

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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

Not applicable for LCAP year 2021-22

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.

Not applicable for LCAP year 2021-22

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2%	\$53,739

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

Required Descriptions

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

The Coordinator of Data Analysis and Intervention will monitor low-income students, English learners, and foster youth, if any. This will include assessing academic progress, ensuring the student has appropriate learning materials and equipment at home, and making sure they are given the opportunity to participate in all school activities. Two tutors/aides will be assigned to work with students that are struggling academically, with low-income students given top priority. Snacks will be available at after school.

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

The Heights has doubled the tutors/aides dedicated to working with struggling students for the 2021-22 school year. In addition, scholarships will be given to low-income students to enable them to attend field trips and participate in school activities that require an investment. The school will employ one bilingual teacher to assist English learners as necessary.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,928,352	\$ 333,575	\$ 32,000	\$ 31,878	2,325,805	\$ 1,757,338	\$ 568,465

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teaching Staff	All	\$ 1,172,673	\$ 28,476			\$ 1,201,149
1	2	Teacher Credentialing/ Assignment	All	\$ 8,547	\$ 208			\$ 8,755
1	3	Qualified Director	All	\$ 127,140	\$ 3,087			\$ 130,227
2	1	Adequate Facilities	All	\$ 257,097	\$ 6,243			\$ 263,340
2	2	Facility Maintenance	All	\$ 110,111	\$ 2,674			\$ 112,785
2	3	CoVID19 Safety Measures	All	\$ 3,417	\$ 83			\$ 3,500
2	4	Adequate Inventory	All	\$ 60,530	\$ 1,470			\$ 62,000
3	1	Individual Tutoring	All	\$ 44,049	\$ 153,049			\$ 197,098
3	2	Special Education Students	All	\$ 49,637	\$ 135,198		\$ 31,878	\$ 216,713
3	3	Extracurricular Activities	All	\$ 17,695	\$ 1,207	\$ 32,000		\$ 50,902
3	4	Individualized Learning Plan	All	\$ 10,519	\$ 255			\$ 10,774
3	5	NWEA MAP Growth Testing Software	All	\$ 2,027	\$ 49			\$ 2,076
3	6	Student Rosters	All	\$ 2,669	\$ 65			\$ 2,734
3	7	Positive Behavioral Interventions and Supp	All	\$ 8,787	\$ 213			\$ 9,000
3	8	At Risk Youth	Foster/Low-Income	\$ 1,953	\$ 47			\$ 2,000
4	1	Access to Textbooks	All	\$ 4,881	\$ 119			\$ 5,000
4	2	Online Learning Software	All	\$ 12,720	\$ 309			\$ 13,029
4	3	Field Trips & Clubs	All	\$ 21,478	\$ 522			\$ 22,000
4	4	Professional Development	All	\$ 8,787	\$ 213			\$ 9,000
5	1	Weekly Newsletter	All	\$ 1,464	\$ 36			\$ 1,500
5	2	School Climate Survey	All	\$ 391	\$ 9			\$ 400
5	3	Parent Meetings	All	\$ 391	\$ 9			\$ 400
5	4	Report Cards	All	\$ 1,389	\$ 34			\$ 1,423

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,922,689	\$ 2,320,005
LEA-wide Total:	\$ 1,922,689	\$ 2,320,005
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teaching Staff	LEA-wide	All	All	\$ 1,172,673	\$ 1,201,149
1	3	Qualified Director	LEA-wide	All	All	\$ 127,140	\$ 130,227
2	1	Adequate Facilities	LEA-wide	All	All	\$ 257,097	\$ 263,340
2	2	Facility Maintenance	LEA-wide	All	All	\$ 110,111	\$ 112,785
2	3	CoVID19 Safety Measures	LEA-wide	All	All	\$ 3,417	\$ 3,500
2	4	Adequate Inventory	LEA-wide	All	All	\$ 60,530	\$ 62,000
3	1	Individual Tutoring	LEA-wide	All	All	\$ 44,049	\$ 197,098
3	2	Special Education Students	LEA-wide	All	All	\$ 49,637	\$ 216,713
3	3	Extracurricular Activities	LEA-wide	All	All	\$ 17,695	\$ 50,902
3	4	Individualized Learning Plan	LEA-wide	All	All	\$ 10,519	\$ 10,774
3	5	NWEA MAP Growth Testing Software	LEA-wide	All	All	\$ 2,027	\$ 2,076
3	6	Student Rosters	LEA-wide	All	All	\$ 2,669	\$ 2,734
3	7	Positive Behavioral Interventions and Supp	LEA-wide	All	All	\$ 8,787	\$ 9,000
3	8	At Risk Youth	LEA-wide	Foster/Low-Income	All	\$ 1,953	\$ 2,000
4	1	Access to Textbooks	LEA-wide	All	All	\$ 4,881	\$ 5,000
4	2	Online Learning Software	LEA-wide	All	All	\$ 12,720	\$ 13,029
4	3	Field Trips & Clubs	LEA-wide	All	All	\$ 21,478	\$ 22,000
4	4	Professional Development	LEA-wide	All	All	\$ 8,787	\$ 9,000
5	1	Weekly Newsletter	LEA-wide	All	All	\$ 1,464	\$ 1,500
5	2	School Climate Survey	LEA-wide	All	All	\$ 391	\$ 400
5	3	Parent Meetings	LEA-wide	All	All	\$ 391	\$ 400
5	4	Report Cards	LEA-wide	All	All	\$ 1,389	\$ 1,423

Annual Update Table Year 1

	Planned Expenditure	Estimated Actual
Totals:	Total	Total
Totals:	\$ 2,325,805	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Teaching Staff	Yes	\$ 1,201,149	
1	2	Teacher Credentialing/ Assignment	Yes	\$ 8,755	
1	3	Qualified Director	Yes	\$ 130,227	
2	1	Adequate Facilities	Yes	\$ 263,340	
2	2	Facility Maintenance	Yes	\$ 112,785	
2	3	CoVID19 Safety Measures	No	\$ 3,500	
2	4	Adequate Inventory	Yes	\$ 62,000	
3	1	Individual Tutoring	Yes	\$ 197,098	
3	2	Special Education Students	Yes	\$ 216,713	
3	3	Extracurricular Activities	Yes	\$ 50,902	
3	4	Individualized Learning Plan	Yes	\$ 10,774	
3	5	NWEA MAP Growth Testing Software	Yes	\$ 2,076	
3	6	Student Rosters	Yes	\$ 2,734	
3	7	Positive Behavioral Interventions and Support	Yes	\$ 9,000	
3	8	At Risk Youth	Yes	\$ 2,000	
4	1	Access to Textbooks	Yes	\$ 5,000	
4	2	Online Learning Software	Yes	\$ 13,029	
4	3	Field Trips & Clubs	Yes	\$ 22,000	
4	4	Professional Development	Yes	\$ 9,000	
5	1	Weekly Newsletter	No	\$ 1,500	
5	2	School Climate Survey	No	\$ 400	
5	3	Parent Meetings	No	\$ 400	
5	4	Report Cards	Yes	\$ 1,423	
				\$ -	
				\$ -	

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

- b) If applicable, 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

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