

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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.

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	During 2021/22, 100% of Teachers had the proper credential and were appropriately assigned	During 2022/23, 100% of Teachers had the proper credential and were appropriately assigned	During 2023/24, 100% of Teachers had the proper credential and were appropriately assigned	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	The Director had over 20 years of experience in education in the 2021/22 school year	The Director had over 20 years of experience in education in the 2022/23 school year	The Director had over 20 years of experience in education in the 2023/24 school year	Director will have over 20 years of experience in education

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The school maintained its goal of employing a properly certified staff with significant educational experience to provide a quality education to its students.

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.

No changes were made.

Goal

Goal #	Description
2	<p>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.</p>

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
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	At least 50% of the students participated in an on-site activity Monday through Friday during 2021/22	At least 50% of the students participated in an on-site activity Monday through Friday during 2022/23	At least 50% of the students participated in an on-site activity Monday through Friday during 2023/24	At least 50% of students will participate in an on-site activity Monday through Friday.
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	In the Spring of 2022 a school climate survey was sent to educational partners to identify areas needing improvement. Results were 83% positive, 10% neutral(largely due to homeschool students), and 7% negative.	In the Spring of 2023 a school climate survey was sent to educational partners to identify areas needing improvement. Results were over 95% positive or neutral on each question, with the neutral responses coming from home schooled families. No areas of concerns were identified.	In the Spring of 2024 a school climate survey was sent to educational partners to identify areas needing improvement. Results were over 95% positive or neutral on all but one question, with the neutral responses coming from home schooled families. The one item parents expressed concern over was cyberbullying.	In the Spring a school climate survey will be sent to all parents and students. 75% of responses will be positive.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	Director or designated staff performed a weekly walkthrough of the facilities and recorded any maintenance or safety issues. Identified issues were remedied within 10 working days during 2021/22.	Director or designated staff performed a weekly walkthrough of the facilities and recorded any maintenance or safety issues. Identified issues were addressed within 10 working days during 2022/23.	Director or designated staff performed a weekly walkthrough of the facilities and recorded any maintenance or safety issues. Identified issues were addressed within 10 working days during 2023/24, with the exception of replacing the rubber mat in the school playground. The Heights is in the process of getting bids to find the best value for the school.	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.

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in providing a safe and well maintained learning environment. Based on the facility needs analysis for 2021/22 it was determined that additional space was needed to accommodate all students that wished to attend on site activities. In March 2023 we were able to finalize a lease for an additional 4300 square feet. This will allow us to accommodate 100% of the students that wish to attend on site activities. Needs will continue to be assessed periodically and, if determined necessary, a search will begin to expand facilities. As an independent study charter school, we attempt to provide space for all students that wish to attend on site instruction.

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.

Facility needs will be analyzed based on expected enrollment for 2024/25 and additional space will be added as necessary and available.

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.

Measuring and Reporting Results

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

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.	Per the MAP test administered in the Spring of 2022, 67% of the students met or exceeded state standards in English language arts, and 40% of the students met or exceeded state standards in mathematics.	CAASP tests were administered in the Spring of 2022. 60.37% of the students met or exceeded state standards in English language arts, and 40.24% of the students met or exceeded state standards in Math. This is in comparison to 2019 pre-CoVID19 scores of 63.2% and 49.65% respectively. The school as a whole scored a medium performance level in Math and a high performance level in English language arts per the CDE dashboard indicator report.	CAASP tests were administered in the Spring of 2024. 62.81% of the students met or exceeded state standards in English language arts, and 47.56% of the students met or exceeded state standards in Math. This is in comparison to 2023 scores of 60.37% and 40.24% respectively	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	Two students were suspended during 2021/22.	One student was suspended during 2022/23.	No students were suspended during 2023/24,	The suspension rate will be zero
Student Lesson Plans	In the 2020/21 school year all students were enrolled in the required core classes.	All students were enrolled in the required core classes	All students were enrolled in the required core classes	All students were enrolled in the required core classes	All students will be enrolled in the required core classes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
P2 ADA	The P2 ADA for 2020/21 was 99%	The P2 ADA for 2021/22 was 95%	The P2 ADA for 2022/23 was 97%	The P1 ADA for 2023/24 was 98.6%	ADA will be at least 95%
ELPAC Tests	Our English learners have not been enrolled for 3 years	At the beginning of the year there were three EL Students. One has tested out and the remaining two are on track to test out within 3 years of enrollment.	There are currently five EL Students. One will take the ELPAC in the next month and is expected to test out, and the remaining four are on track to test out within 3 years of enrollment at The Heights.	There are currently 3 EL students. They have all been enrolled for less than 3 years. They have all taken the mandated ELPAC test this year.	English learners will be phased out within 3 years of enrollment

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Per the CAASP tests administered in the Spring of 2023, 47.56% of the students met or exceeded state standards. This is in comparison to 49.65% on the last CAASP test that was administered 2019. This shows a substantial increase from the 2022 test score of 40.24%. While we have not quite returned to pre-CoVID levels, we have exceeded our goal of 45%. Temporarily prioritizing tutoring and intervention over extra-curricular activities is proving beneficial.
The 2023 CAASP tests showed 62.81% of the students met or exceeded state standards in English language arts, as compared to 63.2% on the 2019 CAASP tests. This shows that the actions we have taken have continued to mitigate learning loss suffered during CoVID and we have made progress toward meeting our goal of 65%.

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.

No changes were made.

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.

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	During 2021/22 All students had access to standards aligned textbooks in all core classes.	During 2022/23 All students had access to standards aligned textbooks in all core classes.	During 2023/24 All students had access to standards aligned textbooks in all core classes.	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	13 Online learning programs were used due to CoVID19. Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, Mcgraw Hill math, Pebble Go, Read Works, IXL, Generation Genius, Quizlet, Learning Ally, and Literably.	13 Online learning programs were used. Get More Math, Word Voyage, Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, Mcgraw Hill math, Pebble Go, Read Works, IXL, Generation Genius, Quizlet, Learning Ally, and Literably.	The Heights purchased 16 licenses for the following online learning software: Get More Math, Word Voyage, Lexia, Learning A-Z, Vocabulary A-Z, SplashMath, XtraMath, McGraw Hill Math, PebbleGo, ReadWorks, Generation Genius, Mystery Science, Quizlet, Learning Ally, and Literably.	At least 4 online learning programs will be made available to students for use in the learning center and at home

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Field Trip logs	In the 2020/21 school year zero field trips were offered due to CoVID19	Five field trips were offered during 2021/22. In addition, 6 th , 7 th and 8 th grade students were sent to three separate week long outdoor camps.	Five field trips were offered during 2022/23. In addition, 6 th and 8 th grade students were sent to two separate outdoor camps.	Field trips were offered to the USS Midway Museum, Balboa Jr. Theater production of <i>The Sound of Music</i> , BizTown, Living Coast Discovery Center, Marine Floating Lab, IFLY, and the Maritime Museum at the Star of India. In addition, 6 th and 8 th grade students were sent to two separate outdoor camps.	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.	Two extracurricular clubs were offered during the 2021/22 school year. After school tutoring was provided in lieu of one extracurricular club in an effort to address any learning loss due to CoVID19.	Three extracurricular clubs were offered during the 2022/23 school year.	During 2023/24 Choir and Drama were offered	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	Professional Development was offered approximately every two weeks on a variety of topics including COVID19-related topics, equity in the classroom, and providing emotional support for the students. There was a combination of online and in person sessions. In person sessions had sign in logs and online sessions had an electronic trail.	Professional Development was offered monthly on a variety of topics including COVID19-related topics, equity in the classroom, and providing emotional support for the students. There was a combination of online and in person sessions.	Teachers were offered monthly professional development activities specializing in addressing the social and emotional needs of students including problem resolution as outlined in Love & Logic and anti-bullying.	Monthly professional development sessions will be given. Content will reflect needs identified through annual School Climate Survey as well as student test scores.

Goal Analysis

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.

There were no substantive differences in planned actions and actual implementation of these actions

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

There were no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on the 2023 CAASP scores vs the 2019 CAASP scores, the textbooks and online programs appear to be effective. Continued improvement is seen in all areas.

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.

No changes were made.

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.

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	Due to pandemic related staffing shortages, newsletters were sent to parents monthly during 2021/22	Monthly calendars are distributed. Teachers sent emails to parents monthly during 2022/23	Monthly event/activity calendars were sent to parents during 2023/24. Teachers sent emails to each family on a monthly basis.	Weekly newsletters will be produced and distributed on line to parents and teachers while school is in session

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	In 2021/22 4 parent meetings were held	In 2022/23 4 parent meetings were held	In 2023/24 4 parent meetings were held	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	During 2021/22 there were 3 parents on the board.	During 2022/23 there were 4 parents on the board.	During 2023/24 there were 4 parents on the board.	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.	The school climate survey was sent to all educational partners in the Spring of 2022. Results were analyzed for areas needing improvement.	The school climate survey was sent to all educational partners in the Spring of 2023. Results were analyzed for areas needing improvement.	The school climate survey was sent to all educational partners in the Spring of 2024. Results were analyzed for areas needing improvement. Positive feedback was received in all areas with the exception of cyberbullying.	An annual survey will be provided to the parents to obtain their feedback regarding the strengths and weaknesses of the school.

Goal Analysis

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.

The weekly newsletter has been replaced by a monthly calendar. It is felt this is a better planning tool for the parents. In addition, teachers now send out a monthly email to all parents which is specific to their student’s class.

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

There were no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

According to the school climate survey feedback received from parents, in excess of 95% are satisfied with their level of involvement and the quality of communication with the school.

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

The Heights feels that providing parents with more student-specific updates is more beneficial to the parent.
The Heights has begun using Aristotle K-12 to monitor what the children are doing on their electronic devices. The IT Manager has programed it to identify activity that meets certain criteria and flag it for a teacher or administrator to follow up with the student and parent in an attempt to curtail any cyber-bullying that is occurring.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023