

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage K-8 Charter School

CDS Code: 37680980101535

School Year: 2021-22

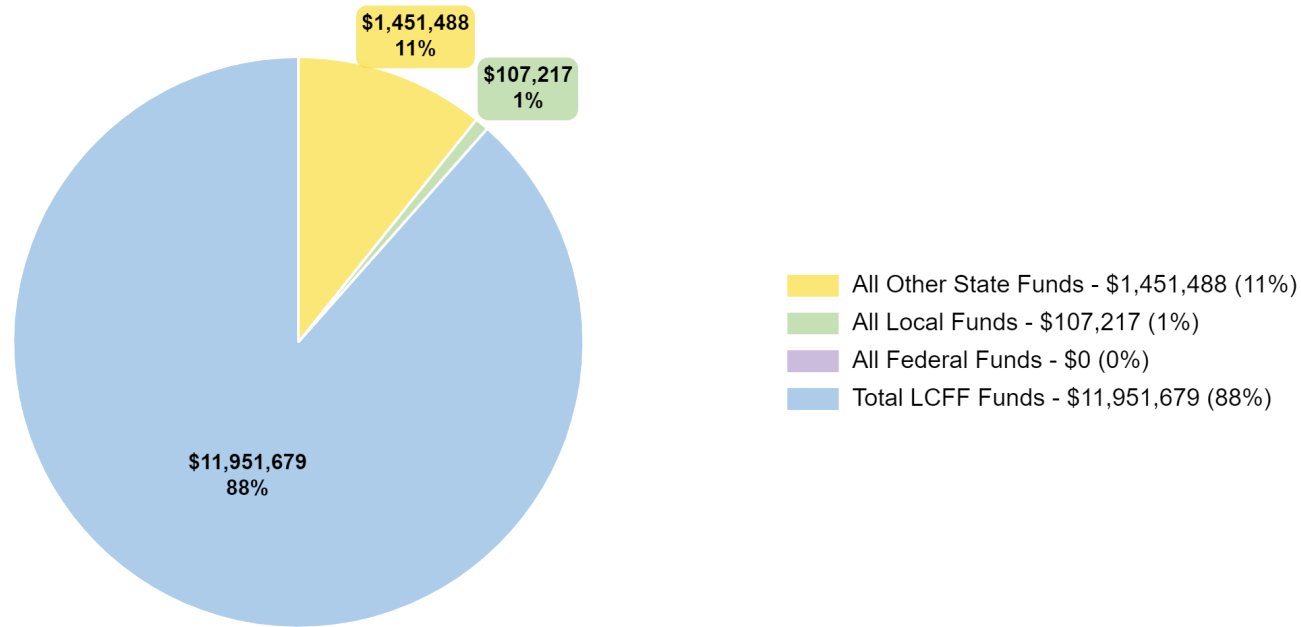
LEA Contact Information: Shawn Roner |

sroner@echs.org | 7607373154

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).

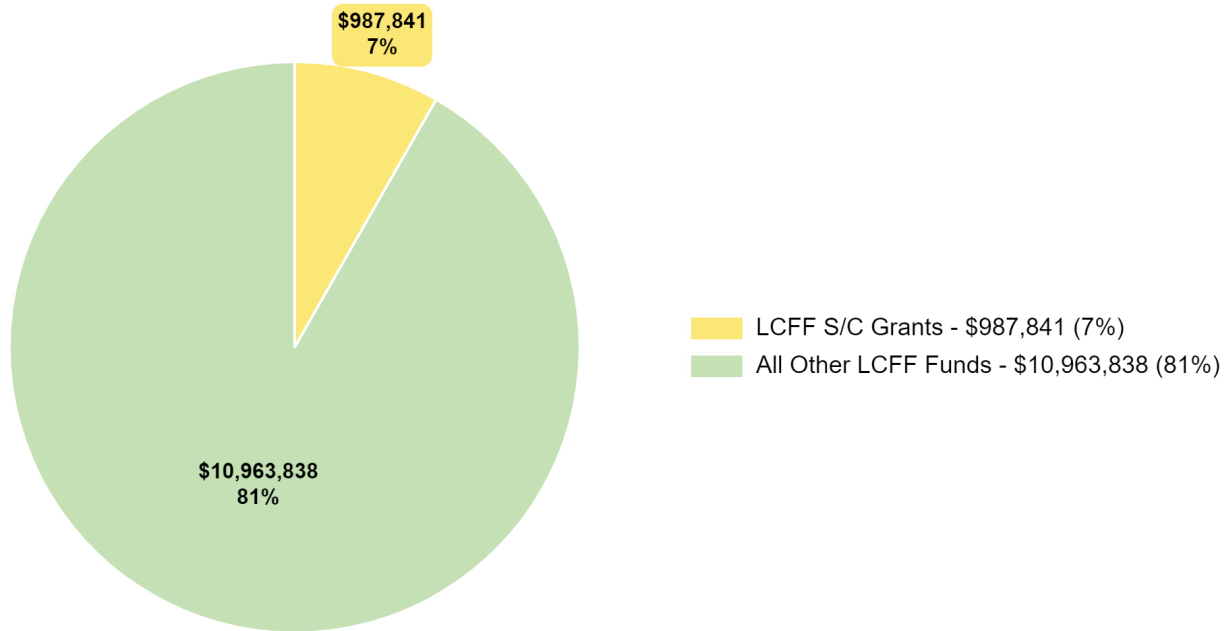
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,451,488	11%
All Local Funds	\$107,217	1%
All Federal Funds	\$0	0%
Total LCFF Funds	\$11,951,679	88%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$987,841	7%
All Other LCFF Funds	\$10,963,838	81%

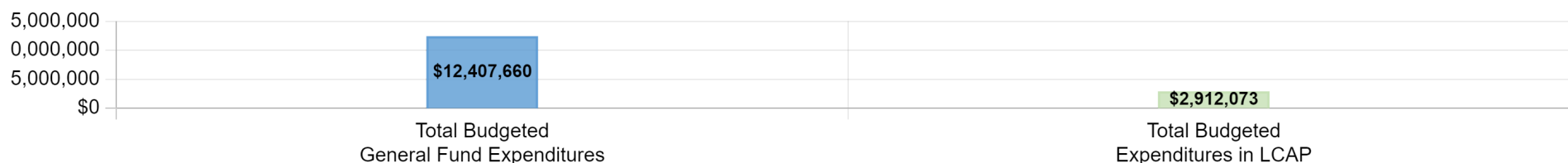
These charts show the total general purpose revenue Heritage K-8 Charter School expects to receive in the coming year from all sources.

The total revenue projected for Heritage K-8 Charter School is \$13,510,384, of which \$11,951,679 is Local Control Funding Formula (LCFF), \$1,451,488 is other state funds, \$107,217 is local funds, and

\$0 is federal funds. Of the \$11,951,679 in LCFF Funds, \$987,841 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Heritage K-8 Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Heritage K-8 Charter School plans to spend \$12,407,660 for the 2021-22 school year. Of that amount, \$2,912,073 is tied to actions/services in the LCAP and \$9,495,587 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund costs not directly supporting the goals and actions listed in the LCAP were omitted from its budgeting process. These expenditures may include salaries and benefits for teachers, administrators, and support staff. In addition, maintenance and operations,

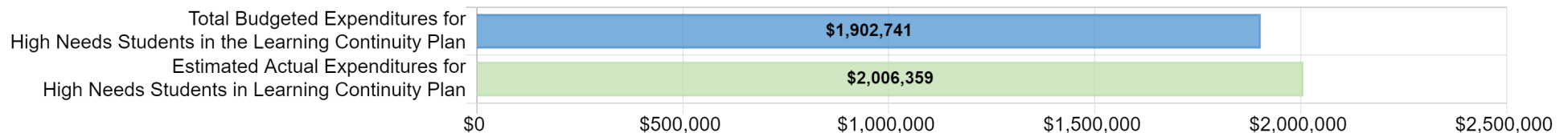
facilities, utilities, professional services (e.g., auditing, legal, etc.), equipment, and basic supplies, all necessary for school operation, were not included in the LCAP.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Heritage K-8 Charter School is projecting it will receive \$987,841 based on the enrollment of foster youth, English learner, and low-income students. Heritage K-8 Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heritage K-8 Charter School plans to spend \$1,653,917 towards meeting this requirement, as described in the LCAP.

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

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



This chart compares what Heritage K-8 Charter School 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

Heritage K-8 Charter School

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, Heritage K-8 Charter School's Learning Continuity Plan budgeted \$1,902,741 for planned actions to increase or improve services for high needs students. Heritage K-8 Charter School actually spent \$2,006,359 for actions to increase or improve services for high needs students in 2020-21.

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
Heritage K-8 Charter School	Shawn Roner Executive Director	sroner@echhs.org 7607373154

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

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

Goal #1: Improve Pupil Learning
Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Dashboard – Low income group math performance: Yellow or higher.	The California Assessment of Student Performance and Progress (CAASPP) exam was cancelled for the 2019-20 school year due to COVID-19.
Smarter Balanced – Grade 7 math: 48% or higher will meet standards.	The California Assessment of Student Performance and Progress (CAASPP) exam was cancelled for the 2019-20 school year due to COVID-19.
Smarter Balanced – Grade 8 math: 43% or higher will meet standards.	The California Assessment of Student Performance and Progress (CAASPP) exam was cancelled for the 2019-20 school year due to COVID-19.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
--------------------------	-----------------------	---------------------

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Heritage Junior High: • Daily tutorial • Saturday School • Math Lab 4-5 days per week Flex Program: • Tutorials for grades 4-8, 4 days per week • FlexLab math support grades 7-8 • Teaching manuals for parents to support students Parent Education Series Workshops to facilitate student/parent/teacher engagement Traditional Classroom Program: • After school tutorial four days per week • Continued funding of the Academic writing class, which is in addition to the regular English class • Online interventions such a Reading A-Z, Brain Pop etc. • Continued funding of intervention aides for grammar and low performing middle school students In all three programs, time has been allocated for directors and assistant directors to provide direct or indirect intervention services, which includes analysis time of assessment results. Technology maintenance and expansion will continue.	\$1,102,146	\$1,625,753

Goal Analysis

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

The actual expenses for Action 1 exceeded budgeted expenses by \$503,607. This was made possible by freeing up revenue that had been held in the school's reserves that the Board felt could be allocated for items in Action 1. \$304,892 of the actual expenses that exceeded the budgeted amounts were related to technology. \$220,392 of that amount was spent on new Chromebooks for classrooms, and \$84,500 of that amount was spent on hiring additional IT support personnel. In addition to the technology expenses, the school spent \$65,090 for the math lab and \$73,773 for additional math lab staffing. The remaining actual costs above budgeted funds, in the amount of \$59,852, were spent on a variety of items including increases to the Academic Writing class, aides for grades K-2, and additional expenses for reading software.

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

The school was able to purchase enough Chromebooks to allow each classroom to have the technology they needed. By adding another IT technician, the school was able to set up and maintain those Chromebooks and improve technology performance overall. The math lab was successful in helping students who were struggling and provided additional support for the self-contained classrooms. The Academic Writing

class has been successful in supporting students in English language arts (ELA), giving them additional assistance that was specifically dedicated to improving their writing skills.

Goal 2

Goal #2: State academic content and performance standards will be implemented and/or maintained in all courses based on the latest published standards adopted by the state Board of Education.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

4

6 7

8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Availability of standards-aligned textbooks and materials; purchases are made as needed as per purchase orders: Purchases of textbooks/materials continue as needed.	The school purchased all of the budgeted standards-aligned texts and materials for all students in the 2019-2020 school year.

Expected	Actual
<p>Staff members attending professional development activities/trainings as per director reports and invoices: All staff members have access to professional development activities and trainings that assist in standards implementation.</p>	<p>A majority of the opportunities for professional development related to standards alignment and instruction were scheduled for the second semester of the 2019-20 school year. In February of 2020, the school realized that it would need to prepare for remote instruction in case the schools were shut down for in-person instruction. By mid-March, the school shifted to fully remote instruction, and all professional development opportunities were cancelled.</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Textbooks and materials will be purchased as needed in order to implement state standards. Professional development activities will assist teachers in implementing standards. Anticipated Professional Development activities may include but are not limited to: • Kagan training on Cooperative Learning • Minimum days for professional development activities • Conferences and other off-campus opportunities Induction program administration and activities</p>	<p>\$127,987</p>	<p>\$75,633</p>

Goal Analysis

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

The funds that were spent on textbooks and BTSA were substantially the same as the budgeted amount. The funds that were spent on professional development were \$51,620 less than budgeted, which is a substantial difference. While a small portion of the professional development budget was spent in the first semester, a majority of that budget was slated to be spent in the second semester, but was interrupted by the COVID-19 pandemic. The school had planned a series of opportunities for teachers learn about the new state academic and performance standards, and teachers were scheduled to collaborate with one another to develop new curriculum that would be fully aligned with the state standards and vertically aligned within the school. In late February 2020, school administrators realized that the pandemic might disrupt regular school activities, and they shifted their focus to preparation for a school closure and a move to remote learning. In the first two

weeks of March 2020, all planning activities focused on preparations for remote learning, and all other scheduled activities, including professional development, were put on hold. When the schools were closed on March 13, 2020, Heritage K-8 was prepared to offer remote learning for its students, and all efforts went into making that experience as positive as possible. Instead of receiving professional development training to assist with the new standards alignment, teachers worked together to create online resources and develop the skills to serve the students in the online environment, which was new for everyone. Heritage K-8 Charter School was one of the few schools that was ready to move to the online environment on the Monday following the school closure. The professional development that was delayed due to the pandemic will be resumed in the 2021-22 school year.

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

The purchasing of textbooks and the BTSA work took place at the beginning of the 2019-20 school year, and those activities were not affected by the pandemic. COVID-19 created the biggest challenge to implementing the scheduled professional development. When the pandemic hit, the school shifted all of its energy to providing students with the best online experience possible. The school was successful in remaining open remotely, without skipping a day. The professional development that was planned had to be put off through the 2020-21 school year as well and has been rescheduled for the 2021-22 school year.

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
Staff childcare services	\$242,329	\$242,689	Y
Employee cost to implement COVID-19 mitigation and screening measures (including nurse).	\$165,332	\$170,371	Y
PPE, cleaning, and COVID-19 mitigation measures.	\$33,246	\$33,246	Y
COVID-19 protocol management and tracking.	\$10,630	\$14,584	Y

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

Action #1 - The cost of this action was substantially the same as budgeted.

Action #2 - The screening lasted for the entire year, but had not been budgeted for that amount of time. Administrators used more of their time than was budgeted at an increased actual cost of \$7,023.

Action #3 - The cost of this action was the same as budgeted.

Action #4 - The actual expense for the PikMyKid software was \$1,630 less than budgeted, but the actual expenses for tracking cohorts and managing the protocols was \$5,584 and was not originally budgeted.

Analysis of In-Person Instructional Offerings

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

Heritage K-8 Charter School was one of the few schools in California to offer in-person learning for the entire year, starting on September 15, 2020. The students benefited greatly by being able to meet with their teachers and friends in person two days per week in the hybrid learning model. To be able to provide in-person learning, the school had to employ mitigation measures such as social distancing, which limited the number of students who could be on campus at any given time to half of the normal student population. The school also had to implement screening and tracking measures, along with enhanced cleaning and sterilization of the classrooms and shared spaces. Teachers were able to come to work because of the childcare services provided for their younger children who could not go to school five days per week. All of these

actions were difficult to implement, but the results were worth the trouble. By offering in-school learning, teachers were better able to assess the progress the students were making academically, and some of the social and emotional issues created by COVID-19 isolation were mitigated to some degree.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology purchases to support distance learning (e.g., Zoom, devices, connectivity, etc.).	\$218,877	\$224,726	Y
Learning Management Systems, purchased curriculum, and course migration.	\$268,943	\$255,164	Y
IT support for distance and blended learning.	\$66,817	\$167,042	Y
Tracking student participation and progress.	\$51,927	\$79,273	Y
Professional development, training, and ongoing edtech teacher support.	\$15,932	\$6,564	N

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.

Action #1 - The cost of this action was substantially the same as budgeted, except that the school purchased GoGuardian, which had not been budgeted, at an actual expense of \$5,000.

Action #2 - The cost of this action was substantially the same as budgeted, except that the school spent slightly less to purchase licenses for learning platforms than was budgeted.

Action #3 - The actual expense for IT support for distance and blended learning was substantially higher than expected because the school was not already using remote learning software for most of its classes. The IT staff had to spend much more time servicing the new Chromebooks that had been issued to students and troubleshooting related technology issues. The increase in actual expenses for IT support was \$100,226 higher than budgeted

Action #4 - Tracking student participation and progress proved to be more time consuming than projected. The school's actual expense for

teacher and staff salaries to track students was \$27,346 more than budgeted.

Action #5 - The school did not provide professional development training for the itsLearning and Illuminate platforms because teachers were too busy to receive the training. \$7,000 had been budgeted for teacher-to-teacher training, but, even though the training took place, it was difficult to quantify it, so there is no actual expense related to this activity.

Analysis of the Distance Learning Program

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

Continuity of Instruction

Heritage K-8 Charter School maintained an ongoing dialogue with parents via Zoom to ensure that they were fully informed on how the school planned to serve their students during remote and hybrid learning. The school started the year with remote learning only, but pivoted to the hybrid learning model on September 15, 2020. While the hybrid model brought students on campus for in-person learning two days per week, students still had to use remote learning for the three days they were at home. To make remote learning possible, the school purchased additional seat licenses for the learning platforms that it had previously used in a limited capacity. The school also purchased online curriculum in areas where only in-person instruction had been previously employed. Because of the efforts made to implement the hybrid learning model as early in the year as possible, the school was able to make a fairly smooth transition to remote and hybrid learning.

Access to Devices and Connectivity

The school already had a limited number of Chromebooks for classroom use, but 600 additional Chromebooks were purchased to ensure that each student was able to take one home for remote learning. For economically disadvantaged students who did not have Internet connections at home, the school provided Internet services, so they could fully participate in remote learning. One of the challenges of providing Chromebooks to each student was the collection of the equipment at the end of the school year.

Pupil Participation and Progress

The hybrid learning model made it easier to gauge student participation and progress, but there were still several challenges. To ensure that parents and students were regularly updated on class assignments, the school emailed them a weekly digest containing the resources and assignments for the week. The school took great care to provide assignments, assessments, and live instruction sessions that were uniform

across each class and grade level. Gradebook categories and the weighting of assignments was consistent for each section of a course. The school documented pupil attendance and engagement, but the process forced the reconfiguration of the school's student information system and required a significant amount of each teacher's time.

Distance Learning Professional Development

It was very difficult to coordinate formal professional development sessions due to the changing nature of the pandemic and the increased work load for teachers, which included creating online materials, filming videos for remote learning sessions, tracking attendance and engagement, and other activities required by the pandemic. To mitigate this, teachers who were not already familiar with remote learning were assigned support teachers who had prior experience in that area, to assist them in the transition to remote and hybrid learning. Those teachers also developed a library of sample remote and hybrid learning best practices for other teachers to reference. During hybrid learning, teachers taught in their classrooms four days per week, Tuesday through Friday. On Mondays, teachers spent a portion of their day following up on students and the rest of the day training with other teachers or developing course materials.

Staff Roles & Responsibilities

As a result of implementing remote and hybrid learning, teachers had to adapt to new methods of instruction and were required to develop materials and resources for online learning. For most of the teachers, these were new responsibilities that took up a lot of their time and were very stressful. Support staff and administrators also took on new roles as they screened students, tracked cohort exposures, notified parents, and worked to ensure continuity of instruction during quarantine periods. The staff responded well to the challenges and put forth the extra effort that was needed to make the year successful.

Support for Pupils with Unique Needs

The school worked diligently to provide appropriate resources for students with unique needs. All communications were sent out in both English and Spanish. Spanish translators were available for parents who needed assistance in Spanish. Students with IEPs or 504 plans continued to receive the support they needed, and their needs were appropriately addressed on an individual basis. The school also collaborated with community organizations to provide additional resources for families of students with special needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning acceleration and loss mitigation, interdisciplinary tracking, and Multi-Tiered Systems of Support.	\$674,206	\$656,499	Y
Tiered management of student learning loss.	\$22,562	\$31,746	Y
Teacher professional development and training.	\$10,479	\$0	Y
Learning loss and acceleration data tracking tools (e.g., Illuminate, Science Fusion, etc.).	\$11,611	\$40,518	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.

Action #1 - The cost of this action was substantially the same as budgeted. The actual expenses were \$17,707 less than budgeted because the total expense for teacher salaries were slightly lower.

Action #2 - Actual expenses for this action were \$9,184 higher than budgeted because because fo the heavy case load.

Action #3 - Teacher professional development and training was cancelled due to the heavy work load that in-person learning placed on teachers and staff

Action #4 - The actual expense for the Science Fusion software was \$28,907 more than budgeted.

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.

Gauging student learning loss is difficult, and the full impact of the pandemic on student learning loss will not be fully known until the results of the 2021 CAASPP are released next year. Uncertainty as to the status of the CAASPP exam led to the omission of the Smarter Balanced Interim Assessment Block tests. Locally, however, the school used Illuminate testing software and benchmark assessments to track student learning. Student engagement was lower during remote learning sessions and contributed to student learning loss. To address these challenges, teachers and support staff were in constant contact with students who were falling behind in their coursework. The school was able to successfully administer the 2020-21 CAASPP, which will provide a more complete picture of student learning loss next year.

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 COVID-19 pandemic created serious social and emotional challenges for many of the school's students. The disruption of daily routines, uncertainty about the effects of the disease, economic uncertainty and, in some cases, the death of a family member was very difficult for our students to handle. The hybrid learning model, while helpful in adding some level of stability to their daily routines, only allowed for two days of in-person learning on campus. Having only two days on campus, meeting with only half of their classmates, and remaining segregated in cohorts created social, emotional, and academic challenges. To help mitigate these challenges, teachers and support staff maintained regular contact with the students and their families. The school also provided social and emotional counseling to support those students who were more adversely affected than others. In April 2021, the school started to hold some social activities on campus, being careful to follow state guidelines. When possible, the school held in-person awards ceremonies, as well as kindergarten and eighth-grade promotion ceremonies.

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.

Under normal conditions, the school kept students and their families fully engaged in academic and social activities. The pandemic made it very difficult to maintain that level of engagement, so teachers and staff had to work creatively to find new ways to engage students. They set up social media challenges to keep the students engaged with one another. They increased communication with parents, providing them with regular updates via email and Zoom meetings. The teachers created physical fitness challenges and provided social-emotional lessons for their students via Zoom. The school held virtual back-to-school nights to bring some semblance of normalcy to the year. The school sought feedback through parent surveys to get a sense of how the students were reacting to the hybrid learning model and to gauge the school's performance. Weekly emails were sent home with academic schedules, calendar items, homework assignments, and information regarding the latest COVID-19 updates.

Analysis of School Nutrition

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

The school was able to maintain the school meal program with a small increase in the number of meals served.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Engagement and Social Emotional Well-Being	Student engagement tracking, tiered re engagement, and social emotional resources.	\$154,747	\$162,412	Y
Mental Health and Engagement	Counseling resources, tiered re engagement management, and outreach opportunities (i.e., social media events, reading programs, etc.).	\$107,634	\$111,570	Y
Nutrition	Meal service management and food costs.	\$12,800	\$13,402	Y

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

Action #1 - The cost of this action was substantially the same as budgeted, except that one additional staff member spent a portion of her time on this action above what was budgeted.

Action #2 - The cost of this action was substantially the same as budgeted.

Action #3 - The cost of this action was substantially the same as budgeted, with slightly more meals than budgeted.

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.

The school expects that the immediate challenges created by the pandemic will be mitigated by the relaxation of masking and social distancing requirements as more people are vaccinated or develop natural immunities to the COVID-19 virus. There will be some long-term challenges associated with the pandemic, along with the school's implementation of remote and hybrid learning, and those challenges will be addressed in the school's 2021-24 LCAP, along with other items associated with the state priorities. The school expects that learning loss will be a significant challenge for a large segment of the student population. As a result, the school will be expanding expenditures for resources that will help identify student learning loss and will fully implement the Smarter Balanced Interim Assessment Blocks. In addition, the school will be increasing expenditures for summer school in the 2021-22 school year, and, potentially, in future years. The school will continue to invest resources to improve social and emotional wellbeing and will implement a comprehensive social and emotional learning strategies framework. As the school returns to a sense of normalcy, teachers will have the time to participate in professional development opportunities once again, particularly those associated with student learning loss and implementation of the social and emotional learning strategies framework. The school will continue to emphasize efforts to re-engage students who were struggling with attendance during the 2020-21 school year, and will increase efforts to identify and support students who are at-risk for dropping out of junior high school. During the pandemic, the school learned many lessons about the limitations of remote learning and will seek to provide an in-person instructional environment that emphasizes small group learning with additional in-person support through tutorials, prescriptive work, Saturday school and summer school.

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

As noted above, the school will be expanding expenditures for resources that will help identify student learning loss and will fully implement the Smarter Balanced Interim Assessment Blocks. In addition, the school will be increasing expenditures for summer school in the 2021-22 school year, and potentially in future years. Students with unique needs will continue to receive additional support including counseling, small group instruction, and EL support. Special education support will continue to be provided through the Escondido Union School District in accordance with each student's IEP.

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.

Although there were some differences between budgeted and actual expenditures, none of the differences were substantive. In most cases, additional funding was needed to meet the increased or improved services requirement and the actions and services that were implemented to meet that requirement.

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.

Student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan were affected in a most profound way by the COVID-19 pandemic. The end of the 2019-20 school year saw a shift from in-person instruction to remote learning. Most of the 2020-21 school year was spent in a hybrid learning mode, with students on campus only two days per week for in-person instruction. Internal performance metrics show that students did not perform as well under the hybrid learning model as they did with full-time in-person instruction. This concern over student learning loss was the greatest factor that the school took into consideration in developing the 2021-22 through 2023-24 LCAP.

The 2019-20 LCAP update identified two major areas of concern. The first area of concern was the loss of professional development opportunities due to shifting from full-time on-campus learning to fully remote learning during the second semester. Preparation and implementation of the remote learning plan shifted all resources away from activities such as professional development. Goal 2, Action 1 of the 2021-24 LCAP (The school will update ELA, Math, and Science coursework to ensure that it is aligned with state academic content and performance standards. Teachers are receiving professional development to assist in this effort) will reinstate the professional development that teachers would have received in the second semester of the 2019-10 school year so they can learn how to better align courses with state standards.

The second area of concern was the loss of key performance metrics due to the cancellation of the 2020 CAASPP exams. Without this data, the school has had to rely on local metrics to gauge student performance. As a result, the school has not been able to use CAASPP data to

inform decisions on course improvement. In the 2020-21 school year, the school did administer the CAASPP exams. Goal 2, Action 2 of the 2021-24 LCAP (The school will track standardized test performance, and use the data to inform decisions on course improvement) was developed so the school would take advantage of having those metrics by tracking standardized test performance and using those metrics to inform decisions on course improvement in keeping with state standards.

The 2020-21 LCP update identified three major areas of concern. The first area of concern was the probable learning loss that occurred as a result of the COVID-19 pandemic and implementation of the hybrid learning model, which allowed for in-person instruction only two days per week. Even without the benefit of CAASPP results, local metrics have shown that students have gaps in learning or have not been able to learn as much as they would have under normal conditions. Local Goal 2, Actions 3 through 6 address this concern. Goal 2, Action 3 of the 2021-24 LCAP (The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority) will help those students who have learning gaps, or who were not able to make adequate academic progress due to the pandemic. This goal focuses specifically on subjects that are a part of the standardized testing regimen. Goal 2, Action 4 of the 2021-24 LCAP (The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English language (EL) learners, special education students, and students with a 504 plan will be given priority) will also help students with learning gaps, or who have not made adequate academic progress, but this goal is focused on subjects that are not a part of the standardized testing regimen. Both of these actions will provide students with additional academic support to help them get back on track and fill in any learning gaps they may have. Students who are struggling and those with special needs will be given priority. Goal 2, Action 5 of the 2021-24 LCAP (The school will provide summer school for students who are struggling or have fallen behind their cohort) will add an additional layer of support for students who are experiencing learning loss. The school plans to expand summer school offerings to help students get back on track. Goal 2, Action 6 of the 2021-24 LCAP (EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible) is targeted specifically at EL learners who may have experienced learning loss related to English language acquisition.

The second area of concern was that student and family engagement with the school was altered by the COVID-19 pandemic. Prior to COVID-19, students and their families participated in many activities on campus and were involved in ways that were not possible during the pandemic. Even though students spent time on campus, they were not able to socialize as they had before. Goal 1, Action 7 of the 2021-24 LCAP (The school will provide a variety of activities that will promote student involvement on campus, such as assemblies, character rallies, guest speakers, schoolwide bar-b-ques, field trips, family fun days, holiday fairs, Christmas concerts, talent shows, family movie nights, Dr. Seuss/Read Across America, 6th grade camp, Greek days, and dances) will get students back to a sense of social normalcy and help them to feel more engaged with other students and with the school. Goal 4, Action 2 of the 2021-24 LCAP (The school uses a variety of communication tools to keep parents informed and engaged, including student progress reports every six weeks, access to the parent/student portal, phone calls, email blasts, direct emails from individual teachers, the school website, and social media) will get parents back in the communications loop and help them feel more engaged with the teachers and staff.

The third area of concern centered on the social and emotional challenges created by the COVID-19 pandemic, which may have long-lasting effects on academic performance as well as the social and emotional wellbeing of students and their families. The hybrid learning model, while allowing for some in-person instruction and social contact, changed the way students interacted with their teachers, with other students, and with the school in general. Students felt isolated from one another, even when they were in the same room. Activities that had been a regular part of their social life were suddenly no longer available. In addition to radical changes on campus, many students suffered economic, social, and emotional trauma at home. All students were affected to a greater or lesser degree. Goal 3, Action 8 of the 2021-24 LCAP (School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges) was developed to provide social and emotional support for students who had difficulty dealing with the effects of COVID-19 lockdowns and restrictions on their social lives. Goal 3, Action 9 of the 2021-24 LCAP (The school will develop and implement a comprehensive social and emotional learning strategies framework) was conceived to help the school develop learning strategies that will address the social and emotional wellbeing of students at the same time they are addressing the learning loss associated with COVID-19

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. (<mailto: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.
-

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
Heritage K-8 Charter School	Shawn Roner Executive Director	sroner@echs.org 7607373154

Plan Summary 2021-24

General Information

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

Heritage K-8 Charter school (HK8) is located in Escondido, California in north San Diego County. The school is proud of its consistently high student performance since its inception in 2004. In 2011, the school was recognized as the top charter school in the state by the University of Southern California. Heritage serves students in kindergarten through eighth grade primarily through a traditional classroom setting. In the fall of 2016, the school added a Flex Program to provide an alternative for students and their parents who prefer a home-based/hybrid learning format. In the fall of 2017, the school absorbed students from the Heritage Digital Academy Middle School (HDAMS) under the Heritage K-8 charter. For the 2021-22 school year, the school will continue to be organized into two learning options - Traditional and Flex. The Traditional Learning option includes Heritage Elementary (grades K-6) and Heritage Junior High (grades 7-8). The Flex Learning option is run by Heritage Flex Academy (grades K-8). Combined enrollment for all three programs is currently 1,176.

Reflections: Successes

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

Heritage K-8 Charter School continued to provide a quality educational experience despite the COVID-19 pandemic. HK8 was one of a very small number of schools in California that provided in-person hybrid learning from the middle of September to the end of the 2020-21 school year. The hybrid learning model included two days of in-person instruction on campus, coupled with two days of remote Zoom instruction and one day for teachers to reach out to students who were challenged by the restricted educational environment. The teachers showed a profound dedication to the program and a deep commitment to the students. Their incredibly strong performance, creating both Zoom content and modified in-person lesson plans, allowed the students to keep moving forward in their studies, despite the severe limits placed on personal interaction. The school was able to do this based on the effort that was put into developing a COVID-19 Safety Plan (CSP) that satisfied all of the state guidelines while maintaining focus on what was best for the students. HK8 administrators communicated with families continuously via email and bi-weekly via Zoom and were supported by parents and students who did their part to keep things running smoothly. At times, HK8 had to quarantine students (and their teachers) who had been exposed to COVID-19 off campus, but the school remained open and worked through the difficulties.

The pandemic was stressful for many families who suffered from economic hardships and social-emotional trauma, but HK8 continued to reach out to provide support to those in need. In addition to academic instruction, the school was able to provide students with some limited opportunities for socially distanced team-building and fitness activities. In April and May, HK8 provided students with the opportunity to participate in a limited number of on-campus social activities, following state health guidelines, to let the students return to some sense of social normalcy. HK8 even scheduled in-person promotion ceremonies for kindergarten and the eighth grade.

Since the 2020 California Assessment of Student Performance and Progress (CAASPP) was suspended due to pandemic there are no 2020 California School Dashboard (Dashboard) metrics that can be reviewed to determine student progress. However, reaching back to the 2019 Dashboard, the data indicate good performance in English Language Arts (ELA), with 61% of the students proficient and a green indicator. In Math, 59% of the students were proficient with a green indicator. The absenteeism rate was low, at 4.1%, with a blue indicator. Despite the difficulties presented by the pandemic, HK8 was able to administer the 2021 CAASPP exam.

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 COVID-19 pandemic disrupted the learning environment and also interrupted the administration of the 2020 CAASPP. The suspension of the 2020 CAASPP left the school with a one-year gap in standardized student performance data. As students started the 2020-21 school year, teachers noticed that there was already a learning loss due to the closure of schools and the shift to remote learning at the end of the previous year. As the 2020-21 school year progressed, teachers observed a learning loss based on the results of unit exams and other benchmark performance indicators - all of this despite being opened for on-campus hybrid learning. HK8 administered the 2021 CAASPP, and it is expected to confirm the significant levels of learning loss observed through local indicators. Some students were already facing achievement gaps prior to the pandemic, and it is expected that those gaps may have widened due to the challenges faced in a restricted educational environment. According to the 2019 CAASPP, economically disadvantaged students were 7.1 points below the standard in math, and English Learners (EL) were 35.8 points below the standard in Math. The school will need to provide increased support for these students to help reduce the gap that already existed and was exacerbated by COVID-19.

In addition to academic performance gaps, the COVID-19 pandemic had a significant negative impact on the social and emotional wellbeing of students. For many students, this was the first time they experienced economic uncertainty in their families. Some parents were without work and those who could still work had to leave their children with caregivers rather than send them to school. Some students experienced the death of a loved one, and many were frightened and socially isolated. There was an extreme shift in social norms and their daily routines and activities were disrupted. Even when on campus, they were distanced from their friends, separated into cohorts, and had to wear masks all day. The pandemic brought with it an increased dependence on technology and social media, which created some additional challenges.

During the pandemic, parents and students voiced their concerns and expressed a desire for social and emotional support. 51% of HK8 parents in a survey expressed concerns that their student's social and emotional well-being had suffered due to the COVID-19 pandemic. Over 31% of HK8 students in a survey felt that their social and emotional well-being had suffered due to the COVID-19 pandemic. While the school did its best to work with students and families who were suffering social and emotional hardships, it was unable to fully mitigate the negative effects of the pandemic and will need to continue efforts to help manage stress and improve face-to-face interactions in the future.

There is a significant achievement gap between the EL learners and the general population at HK8 that will require additional support and resources. According to the 2019 Dashboard, EL learners were 26.4 points below standard in English Language Arts (ELA) while All Students were 18.6 points above standard. In math, EL learners were 35.8 points below standard compared to All Students who were 15.6 points above standard. In both categories, EL learners at HK8 performed better than EL learners statewide, but there is need for improvement, and HK8 has plans to provide more targeted support. EL learners at HK8 performed better than EL learners statewide on the English Learner Progress Indicator with 69% of HK8 EL learners making progress toward English language proficiency versus 48.3% of EL learners statewide.

LCAP Highlights

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

HK8 is a high-quality charter school providing students with an innovative and rigorous educational environment. This three-year LCAP is designed to focus attention on areas where the school will provide additional support to produce improved outcomes spanning all state priorities.

HK8 recognizes that significant learning gaps may exist due to the COVID-19 pandemic and will be actively involved in removing barriers to learning and providing resources to address these challenges. The school has completed the Expanded Learning Opportunities (ELO) grant plan and will be extending the school year via summer school and Saturday school. In addition, HK8 will be extending the school day with tutorials and small group instruction to help struggling students fill those learning gaps.

This LCAP is centered on three goals with several supporting actions. The first goal is to provide a broad course of quality instruction in a safe and welcoming climate for students and their families on a campus that will be secure, clean, and in good repair. This goal includes having teachers properly assigned and providing them with appropriate professional development. The school will also make sure that each student has standards-based instructional supplies. In addition to providing a broad course of study, the school will also include several enrichment courses in its offerings. Students will be engaged through activities and programs that help build character and foster interpersonal relationships. All of this will be done on a campus that is safe, secure, clean, and properly maintained.

The second goal is to improve student performance in all courses required by the state with an emphasis on ELA, Math, and Science. To do this HK8 will make sure all courses are aligned with relevant state standards and that courses are improved, based on feedback from CAASPP data. Students will be supported with additional services to help them be academically successful, with targeted services specifically aimed at EL learners, including enhanced curriculum, additional instructional aides, and a reading specialist

The third goal is to improve the school's attendance and middle school dropout rates, and increase student and family engagement, with enhanced support for student social and emotional well-being. The COVID-19 pandemic has made it even more important for the school to keep parents involved and to communicate regularly to give them opportunities to share their concerns. HK8 has been reaching out to parents and families and will continue to do so over the next three years. HK8 has been working to reduce absenteeism and decrease middle school dropout rates, and will continue to do so in the future. In addition to existing programs to help students build positive relationships, HK8 has added supports to help with the social and emotional wellbeing of students and their families and will be modifying instruction to incorporate social and emotional learning strategies.

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.

HK8 is not in CSI.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

This year's stakeholder engagement process was heavily influenced by the COVID-19 pandemic. Stakeholder input was vital to the development of the school's COVID-19 Safety Plan (CSP). To be successful, any plan that was put forth needed to have the approval and acceptance of all stakeholders. With so much fear and uncertainty surrounding in-person instruction, the school needed to find the middle ground where students, parents, teachers, and administrators felt comfortable and sufficient safety precautions were in place. To make sure all voices were heard, the school hosted monthly Zoom question and answer sessions and sent out COVID-19 policy updates with opportunities for parents and teachers to provide feedback and ask questions. Several surveys were sent out in English and Spanish to gauge stakeholder willingness to participate in learning opportunities on campus. From this stakeholder input, the leadership team developed the hybrid learning model that the school put into action on September 15, 2021.

In addition to the general communication process used to get feedback from all stakeholders, the school held an ongoing dialog with economically disadvantaged families and families of English language (EL) learners. The school also worked directly with the Parent Volunteer Organization (PVO) to get their feedback and hear their concerns. The Board also heard comments from parents at virtual Board meetings via Zoom. All of these avenues of communication provided the school with the feedback it needed to develop the CSP as well as this LCAP.

In addition to family outreach efforts, the school also held monthly staff meetings to seek feedback from teachers and support staff. The leadership team also met regularly to discuss the feedback from parents and staff. As the process moved forward a State Priorities Document was developed and circulated among members of the leadership team, asking for their feedback on the types of activities and services they were providing and were planning to provide for each state priority. The LCAP team then developed draft goals and actions that incorporated their input and sent that back to the leadership team for review. Their comments were then incorporated into the draft that was presented to all stakeholders for review at a public hearing held on May 26, 2021.

A summary of the feedback provided by specific stakeholder groups.

In response to the school's efforts to seek stakeholder input, the school received feedback from the staff, parents, students, and administrators. The following is a summary of that feedback.

The staff expressed concern about the difficulty of implementing the hybrid learning model. This model required the development of Zoom classes and the migration of course content to an online platform to make it accessible from home. Teachers also expressed their concerns about student participation and engagement as well as attendance tracking. They were particularly concerned that learning might be slowed down and in some cases, students would experience a loss of learning in some areas. Teachers also expressed a desire to receive additional professional development to help them in the areas of social-emotional wellbeing and the implementation of state standards.

Parents were particularly concerned about learning loss and achievement gaps based on the lack of full-time in-person learning. Parents of EL students and economically disadvantaged families were concerned that their students would be more severely impacted. Parents also expressed their concern for their students' social and emotional wellbeing. With students shut out from regular school attendance and unable to gather with their friends, many of them suffered from stress and depression. There were also conflicting concerns about the wearing of face masks and the safety measures required by the state. Some parents thought they were excessive, while others felt they did not go far enough.

Students were also concerned about their own social and emotional wellbeing. Some were traumatized by family deaths, and many were concerned about the economic uncertainty caused by the pandemic. Many were afraid to come to school, and others just felt socially isolated. Students overwhelmingly expressed a desire to return to normalcy and several expressed frustration and concern that this last year was the worst year of their life due to the pandemic.

Administrators expressed their concerns over the potential for learning loss and were worried about the social and emotional wellbeing of the students. They felt that it was a real challenge to unify parents who had opposing viewpoints on how to address COVID-19 safety concerns. There were also concerns about staffing during the year, as several teachers were required to quarantine, as well as staffing for summer school, since many teachers were fatigued due to the extra work load and difficult teaching environment. Administrators also expressed concern over providing a safe learning environment for students as they return to full-time on-campus instruction in 2021-22.

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

Concerns regarding security influenced the safety and security portions of Goal 1.

The potential for learning loss and the social and emotional wellbeing of students were the two greatest areas of concern expressed by all stakeholders. Concerns regarding learning loss informed the actions developed under Goal 2. To address these concerns, the school increased opportunities for learning to include expanded tutorials, expanded Saturday school, and an enhanced summer school program. The school expanded its use of interim testing and progress tracking data to inform instruction strategies. The school also sought additional funding to support these initiatives through the ELO grant. Goal 2 also addresses concerns about the additional learning gaps created

among the EL learner population due to the pandemic. The school increased its commitment to provide additional EL learner supports including the development of new curriculum and the provision of additional instructional aides and a reading specialist.

Concerns regarding the social and emotional wellbeing of students informed the actions developed under Goal 3. The school will be adding enhanced support for the social and emotional wellbeing of students and will develop a comprehensive social and emotional learning strategies framework. Additional funding from the ELO Grant will help support this initiative. In addition, the Boost program will provide enhanced support for the social and emotional wellbeing of students.

Goals and Actions

Goals

Goal #	Description
Goal 1	<p>Provide a broad course of quality instruction in a safe and welcoming climate for students and their families on a campus that will be secure, clean, and in good repair.</p> <p>State Priorities 1, 6, and 7</p>

An explanation of why the LEA has developed this goal.

Goal 1 was developed to address the following State Priorities:

State Priority 1 - Basic Conditions of Learning

State Priority 6 - School Climate

State Priority 7 - Course Access

Heritage K-8 Charter School developed Goal 1 to address a number of issues that are important to providing a quality education.

Historically, charter schools have had more flexibility with teacher assignments. As a result of changes in state law, the school is working to

assure that quality teachers are assigned only to the course subjects for which they are appropriately credentialed. The school is committed to providing professional development opportunities to help teachers meet the new requirements. In addition, the school understands the importance of providing each student with standards-aligned instructional materials. To assure that each student is provided with materials that meet those standards, the school is annually reviewing resources and making appropriate purchases. The school believes that it is important to provide all students with educational opportunities that will enable them to be successful in high school and expand their horizons. To that end, the school currently provides, and will continue to provide, a broad course of study that meets all state requirements, allows students to explore career opportunities, and encourages personal enrichment. While it is important to provide quality instruction, it is also important to create a positive school climate. The school is interested in creating an environment where students feel safe and welcome. To achieve this, the school plans to maintain good order on campus through consistent discipline and positive reinforcement. The school seeks to provide students with activities that are uplifting and supportive of a positive school climate. Campus security, maintenance, and cleanliness are also important factors in providing a quality education. The school has made strides over the last few years to strengthen security measures and is continually reviewing policies and procedures to ensure that security efforts are up to date and effective. The school has always maintained facilities that are clean and in good repair, and will continue its efforts to do so in the future.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of Teacher Mis-assignments	3 mis-assigned teachers	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All teachers assigned appropriately

Suspension/Expulsion Dashboard Indicator	All: Orange (2.5% suspended at least once) Economically Disadvantaged: Orange (3.6% suspended at least once) English learners: Orange (2.9% suspended at least once)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Green (< 2% suspended at least once) Economically Disadvantaged: Green (< 2% suspended at least once) English Learners: Green (< 2% suspended at least once)
Comprehensive Facilities Maintenance and Repairs Log	Comprehensive school facilities maintenance and repair schedule under construction	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All school facilities maintenance and repairs conducted as directed in comprehensive schedule

Actions

Action #	Title	Description	Total Funds Contributing
----------	-------	-------------	--------------------------

Action #	Title	Description	Total Funds Contributing	
Action #1	Teacher Assignment	The school will assign teachers to courses that match their credentials, or require mis-assigned teachers to secure the appropriate credential for the classes they teach.	\$0.00	No
Action #2	Professional Development	The school will partner with High Tech High's induction program to help teachers clear credentials.	\$2,500.00	No
Action #3	Instructional Resources	The school will purchase resources necessary to ensure that all students will have access to standards-aligned instructional and supplemental materials and resources. This will include textbooks, lab equipment and supplies, online courseware (Amplify, Springboard, etc), Chromebooks, and other standards-aligned instructional and supplemental materials and resources as needed.	\$57,500.00	No

Action #	Title	Description	Total Funds Contributing	
Action #4	Enrichment	The school will offer enrichment classes in Latin, art, music, and PE, outside of the general education classroom, using appropriately credentialed teachers and all necessary resources. In addition, the school offers enrichment classes in dance, gardening, cooking, leadership, and yearbook, using non-credentialed, fingerprinted instructors with real life experience.	\$306,100.00	No
Action #5	Broad Course of Study	School personnel ensure that all students will have access to, and are enrolled in, a broad course of study.	\$116,640.00	No
Action #6	Good Order and Discipline	The school will maintain good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges.	\$78,750.00	Yes
Action #7	Student Engagement	The school will provide a variety of activities that will promote student involvement on campus, such as assemblies, character rallies, guest speakers, schoolwide bar-b-ques, field trips, family fun days, holiday fairs, Christmas concerts, talent shows, family movie nights, Dr. Seuss/Read Across America, 6th grade camp, Greek days, and dances.	\$119,949.00	No

Action #	Title	Description	Total Funds Contributing	
Action #8	Campus Security and Safety	The school will deploy full-time security personnel, security technology, and a visitor screening system to ensure campus security, will maintain a closed campus with perimeter gates locked and secured during the school day, and provide student supervision before and after school, as well as during lunch, to maintain a safe environment.	\$131,835.00	No
Action #9	Campus Cleaning and Maintenance	All facilities will be cleaned in accordance with the school's cleaning protocols and maintained in accordance with the school's comprehensive facilities maintenance and repairs schedule.	\$393,032.00	No

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Improve student performance in all courses required by the state with an emphasis on ELA, Math, and Science. State Priorities 2, 4, and 8

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address the following State Priorities:

State Priority 2 - State Standards

State Priority 4 - Pupil Achievement [standardized tests, EL, early college readiness]

State Priority 8 - Other Pupil Outcomes [non-standardized coursework achievement]

The school developed Goal 2 as part of its mission to improve student performance in all subject areas. The school has worked diligently to modify and adapt its coursework to ensure that the academic content and performance standards, recently approved by the state, are met. The school is still in the process of implementing the Next Generation Science Standards, via Project Lead the Way, and expects student performance to increase in that subject as the new standards are fully implemented. There is an ongoing effort to align course content within

each grade level, and vertically between grade levels, to ensure that there are no gaps in learning and that students can move smoothly from one grade level to the next. Standardized testing data are used to identify areas in which the school can improve its already rigorous curriculum. In addition, the school uses interim assessments to provide valuable feedback to teachers who then use that information to modify and adapt instruction. Economically disadvantaged students have not performed as well as the school's average in English language arts (ELA), math, and science, so the school is providing, and will continue to provide, supplemental learning opportunities for these students. The school provides these supplemental learning opportunities for all courses required by state law, not just for those that are included in the state's standardized testing regimen. The school is also concerned that there may be a schoolwide COVID-19 regression, so these strategies will be used to help students get back on track. The English language (EL) learner population at the school is so small that statistics cannot be revealed without violating student privacy. Even with a small EL learner population, the school provides, and will continue to provide, several avenues of support for those students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Grade 3 - 8 Progress Indicator in CAASPP ELA	All: Green (18.6 pts above standard) Economically Disadvantaged: Green (0.1 pt below standard) English Learners: Orange (26.4 pts below standard)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Blue (50 pts above standard) Economically Disadvantaged: Blue (25 pts above standard) English Learners: Green (At standard)

Grade 3 - 8 Progress Indicator in CAASPP Math	All: Green (15.6 pts above standard) Economically Disadvantaged: Green (7.1 pts below standard) English Learners: Yellow (35.8 pts below standard)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Green (30 pts above standard) Economically Disadvantaged: Blue (15 pts above standard) English Learners: Green (15 pts or less below standard)
Grade 5 & 8 CAST Scores	All: 40.1% Economically Disadvantaged: 23.4% English Learners: Data unavailable per privacy rules	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: 65% Economically Disadvantaged: 45% English Learners: TBD based upon EL population
English Learner Progress Indicator	No Color, Very High (69% making progress towards English language proficiency)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain Very High progress level

Actions

Action #	Title	Description	Total Funds Contributing
----------	-------	-------------	--------------------------

Action #	Title	Description	Total Funds Contributing	
Action #1	Standards Alignment	The school will update ELA, Math, and Science coursework to ensure that it is aligned with state academic content and performance standards. Teachers are receiving professional development to assist in this effort.	\$94,702.00	No
Action #2	Course Improvement	The school will track standardized test performance, and use the data to inform decisions on course improvement.	\$298,062.00	Yes
Action #3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority.	\$228,525.00	Yes
Action #4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English language (EL) learners, special education students, and students with a 504 plan will be given priority.	\$212,525.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #5	Supplemental Instruction	The school will provide summer school for students who are struggling or have fallen behind their cohort.	\$50,000.00	Yes
Action #6	English Language (EL) Learner Designated Supports	EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible.	\$167,537.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Improve the school's attendance and middle school dropout rates, and increase student and family engagement, with enhanced support for student social and emotional well-being. State Priorities 3, 5, and 6

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address the following State Priorities:

State Priority 3 - Parental Involvement and Family Engagement

State Priority 5 - Pupil Engagement

State Priority 6 - School Climate

The charter school movement was founded on the principle that parents know what is best for their students and have the right to choose the school environment that meets their student's needs. The school believes that parents have the primary responsibility for raising and educating their students and should be supported in that effort by caring educational professionals. With that in mind, it is the school's responsibility to work with, and build relationships with, parents and families. The school has developed open lines of communication with parents to share information about their student's progress and invite their feedback. During the pandemic, parents provided valuable feedback to help the school determine the direction it would take to best serve their students. Those efforts will continue as the pandemic

subsidies. The school has sought feedback via surveys from parents and students. On the most recent survey, parents gave a rating of 4.8 out of 5 in response to the statement, "The school builds trusting and respectful relationships with families." The school would like to maintain that rating. On that same survey, parents gave a rating of 4.6 out of 5 in response to the statement, "This school supports the social and emotional well-being of my student." The school would like to see that rating improve. The school has always been interested in helping students to build character and develop relationships and has implemented a character education program that teaches students how to treat others with kindness and respect. The school's overall chronic absenteeism rate is 4.1%, but among economically disadvantaged students, the rate is 5.1%. The school will work to lower the overall rate of absenteeism with a focus on economically disadvantaged students. The school has an aggressive program to reduce the middle school dropout rate, and plans to continue with this program in the future. Over the last year, COVID-19 has taken a toll on the social and emotional wellbeing of our students and their families. In response, the school will be providing additional social and emotional support, and will implement trauma informed social and emotional learning strategies.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absentee Indicator	All: Blue (4.1% chronically absent) Economically Disadvantaged: Green (5.1% chronically absent) English Learners: Green (3.7% chronically absent)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All: Blue (3 % chronically absent) Economically Disadvantaged: Green (4% chronically absent) English Learners: Green (< 3% chronically absent)

Annual LCAP Survey Rating for Question “The school builds trusting and respectful relationships with families.”	4.71/5.0 (2020-21 school year)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or improve
Annual LCAP Survey Rating for Question “This school supports the social and emotional well-being of my student.”	4.52/5.0 (2020-21 school year)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	4.75/5.0
HK8 SEL Strategies Framework Documentation & Tracking Logs	Comprehensive HK8 social and emotional learning strategies framework under construction	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Full implementation of the HK8 SEL framework and 100% adherence to framework protocols

Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Parental Involvement	The school invites parents to participate in the parent volunteer program and to attend board meetings and school activities.	\$0.00	No

Action #	Title	Description	Total Funds Contributing	
Action #2	Communication	The school uses a variety of communication tools to keep parents informed and engaged, including student progress reports every six weeks, access to the parent/student portal, phone calls, email blasts, direct emails from individual teachers, the school website, and social media.	\$14,199.00	No
Action #3	Sharing Concerns	The school invites parents to share any concerns they have regarding their student.	\$0.00	No
Action #4	Parent and Student Surveys	The school surveys parents and students to determine the effectiveness of the educational strategies the school employs and receives feedback on school climate.	\$21,699.00	No

Action #	Title	Description	Total Funds Contributing	
Action #5	Relationship, Character Building, and Community Sports Outreach and After-School Program	The school has implemented a character education program that includes lessons, readings, guest speakers, and curricula focused on different virtues each month, which teaches students how to treat others with kindness and respect. The school will also implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits.	\$81,491.00	Yes
Action #6	Reducing Absenteeism	The school tracks attendance on a daily basis and will follow up on chronic absenteeism with parents through phone calls, emails, and in-person meetings, and will assign tutorials and/or Saturday school to help students catch up on missed assignments.	\$132,146.00	Yes
Action #7	Reducing the Middle School Dropout Rate	The school tracks student progress and works with students and parents to re-engage students who are falling behind and risk dropping out of middle school, and will send the School Resource Officer to the home, as needed, to speak with the parents.	\$126,697.00	Yes
Action #8	Social and Emotional Wellbeing	School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges.	\$258,846.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #9	Social and Emotional Learning	The school will develop and implement a comprehensive social and emotional learning strategies framework.	\$19,338.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.01%	\$987,841.00

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.

Goal 1, Action 6

The school will maintain good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a higher percentage of those students were suspended as compared with the general school population.

In order to address this condition of our economically disadvantaged students, the school has developed and implemented a discipline and good order program that is designed to address some of the major causes of student suspension. Goal 1, Action 6 will provide a fair and consistent application of student discipline, combined with character development programs and small classroom sizes that will reduce classroom management challenges and lower the suspension rate.

These actions are being provided on an LEA-wide basis and the school expects that all students will benefit from having a lower suspension rate. However, because the suspension rate is higher among economically disadvantaged students, and because the action addresses the issues most associated with the higher suspension rate of economically disadvantaged students, the school expects that the suspension rate of our economically disadvantaged students will improve more than the suspension rate of all other students.

Goal 2, Action 2

The school will track standardized test performance, and use the data to inform decisions on course improvement.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that they were performing farther from the standards than the general student population in ELA, math, and science, and the school was concerned that the courses they were taking might not have prepared them as well as possible for standardized testing.

In order to address this condition of our economically disadvantaged students, under Goal 2, Action 2, the school will track standardized test performance and use the data to inform decisions on course improvement. If courses are updated and improved to more fully prepare students for standardized testing, students will test closer to, or farther above, the standards.

These actions are being provided on an LEA-wide basis and the school expects that all students will perform at a higher level. However, because the economically disadvantaged students are farther from the standards than the general student population, and because this action addresses a key issue that could lead to better student performance in relation to the standards, the school expects that this action

will help the economically disadvantaged students to a greater degree and narrow the performance gap, since the general student population has less room for improvement.

Goal 2, Actions 3, 4, and 5

(3) The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority.

(4) The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English learners, special education students, and students with a 504 plan will be given priority.

(5) The school will provide summer school for students who are struggling or have fallen behind their cohort.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population on standardized tests and in courses that were not a part of the standardized testing regimen. Lack of academic support at home has been identified as a contributing factor that has limited the ability for our economically disadvantaged students to reach their full academic potential.

In order to address this condition of our economically disadvantaged students, the school has developed and implemented an academic support system on campus that is designed to provide the assistance they need that they may not be receiving at home. Goal 2, Actions 3 and 4, will provide the necessary support for these students in subject areas that are included in the standardized testing regimen and subject areas that are not a part of the standardized testing regimen. For all subjects, the school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance. Goal 2, Action 5, will provide further support by enrolling students in summer school who are performing academically at a lower level than the general student population.

These supports will be provided on an LEA-wide basis, but priority will be given to: students who are performing academically at a lower level than the general student population, English language (EL) learners, special education students (SPED), and students with a 504 plan. Because a majority of our economically disadvantaged students are performing academically at a lower level than the general student population and will be given priority for these supports, we expect that our economically disadvantaged students will be principally served by these actions.

Goal 2, Action 6

EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible.

EL learners at the school are a small subset of our economically disadvantaged students. After assessing the needs, conditions, and circumstances of our EL learners, the school found that they needed additional support beyond that given to English proficient students who were performing academically at a lower level than the general student population. Those students needed specialized curriculum tailored to their needs and support that was specifically aimed at helping them become English proficient.

In order to address this condition of our EL learners (who are a subset of our economically disadvantaged students), the school will develop and implement a program that is designed to provide the specialized support they need. Goal 2, Action 6, will provide additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible. These actions are being principally and solely directed at our EL learners, who are a subset of our economically disadvantaged students.

Goal 3, Action 5

The school has implemented a character education program that includes lessons, readings, guest speakers, and curricula focused on different virtues each month, which teaches students how to treat others with kindness and respect. The school will also implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that a majority of those students were performing academically at a lower level than the general student population and were not as engaged as students who were performing academically at a higher level.

In order to address this condition of our economically disadvantaged students, the school has developed and will implement a community sports outreach and after-school program that is aimed primarily at students who are not as engaged as the general school population and who are performing academically at a lower level than the general student population. Goal 3, Action 5, in part, will implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits. The school believes that, by working directly with these students to develop better relationships and build positive character traits, it will be able to re-engage these students and help them feel more capable of performing academically at a higher level.

The community sports outreach and after-school program is specifically aimed at students who are performing academically at a lower level than the general student population and who are not as engaged as the general population. Because a majority of our economically disadvantaged students are performing academically at a lower level than the general student population and are less engaged than the

general student population, they will be given priority to participate in this program. The school believes that our economically disadvantaged students will be principally served by the community sports outreach and after-school program.

Goal 3, Action 6

The school tracks attendance on a daily basis and will follow up on chronic absenteeism with parents through phone calls, emails, and in-person meetings, and will assign tutorials and/or Saturday School to help students catch up on missed assignments.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school learned that they had a higher rate of chronic absenteeism than the general school population which also caused them to miss assignments.

In order to address this condition of our economically disadvantaged students, the school will develop and implement a program that is designed to reduce the rate of chronic absenteeism through increased tracking and follow-up measures.. Goal 3, Action 6, will track attendance on a daily basis and follow up on chronic absenteeism with parents through phone calls, emails, and in-person meetings, and will also assign tutorials and/or Saturday school to help students catch up on missed assignments.

These actions are being provided on an LEA-wide basis and the school expects that all students who are chronically absent will benefit. However, because the chronic absenteeism rate is higher among economically disadvantaged students, and because the action provides a method for reducing the chronic absenteeism rate, we expect that the economically disadvantaged students will be impacted more significantly than the general student population.

Goal 3, Action 7

The school tracks student progress and works with students and parents to re-engage students who are falling behind and risk dropping out of middle school, and will send the School Resource Officer to the home, as needed, to speak with the parents.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school found that the our economically disadvantaged students are less engaged, perform at a lower academic level, have a higher rate of chronic absenteeism, and a higher suspension rate than the general student population. All of these indicators indicate that the school's economically disadvantaged students are falling further behind than the general school population and are at greater risk of dropping out of middle school.

In order to address this condition of our economically disadvantaged students, the school will develop and implement a program, beyond regular school actions, that is designed to re-engage students who are at risk of falling behind or dropping out of middle school. Goal 3, Action 7, will track student progress and work with students and parents to re-engage students who are falling behind and risk dropping out of middle school, and will send the School Resource Officer to the home, as needed, to speak with the parents.

These actions are being provided on an LEA-wide basis and the school expects that all students who are at risk of falling behind or dropping out of middle school will benefit. However, because the economically disadvantaged students are falling further behind and are at greater risk of dropping out of middle school than the general school population, the school expects that our economically disadvantaged students will benefit from this action to a significantly greater degree than all other students.

Goal 3, Actions 8 and 9

(Goal 4, Action 8) School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges.

(Goal 4, Action 9) The school will develop and implement a comprehensive social and emotional learning strategies framework.

The COVID-19 pandemic has had a severe impact on school operations and student learning. It has also changed the way students interact with their teachers, with other students, and with the school in general. In addition to radical changes on campus, many students have suffered economic, social, and emotional trauma at home. All students were affected by the pandemic, but the school's economically disadvantaged students were hit harder due to the economic hardships their families suffered, which compounded the social and emotional stress they already felt.

After assessing the needs, conditions, and circumstances of our economically disadvantaged students, the school found that it was necessary to check in with these families to assess their social and emotional wellbeing and to provide assistance as needed. The school also realized that there would be a need to address the social and emotional needs of these students in the classroom when they returned to on-campus in-person instruction. .

In order to address this condition of our economically disadvantaged students, the school has performed, and will continue to perform, social and emotional wellness checks on students and families who are experiencing social and emotional challenges and will develop and implement a social and emotional learning strategies framework that will help teachers to be better prepared to assist students in the classroom when they return to normal in-person instruction. Goal 3, Actions 8 and 9, were developed to address the concerns of these students. Goal 3, Action 8, will direct school personnel to perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges. Goal 3, Action 9, will direct the school to develop and implement a comprehensive social and emotional learning strategies framework.

These actions are being provided on an LEA-wide basis and the school hopes that all students who are experiencing social and emotional

challenges will benefit. However, because our economically disadvantaged students have been impacted socially and emotionally to a greater degree than the general student population, the school expects that those students will benefit to a greater degree than the general school population.

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

The following actions are principally directed to the economically disadvantaged students at Heritage K-8 Charter School, and they will increase or improve services to the economically disadvantaged students at HK8 by \$1,653,917, or 15.08%, which is greater than 9.01%, the percentage required.

Goal 1, Action 6

The school will maintain good order on campus through the fair and consistent application of student discipline (suspensions/expulsions) and character development in classrooms that are limited in size to reduce classroom management challenges.

Goal 2, Action 2

The school will track standardized test performance, and use the data to inform decisions on course improvement.

Goal 2, Action 3

The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to help students prepare for standardized testing. Struggling students, English language (EL) learners, special education students (SPED), and students with a section 504 plan (504) will be given priority.

Goal 2, Action 4

The school will use tutorials, progress testing and tracking, prescriptive work, Saturday school, and parental contact to increase student performance in subject areas that are not a part of the standardized testing regimen. Struggling students, English language (EL) learners, special education students, and students with a 504 plan will be given priority.

Goal 2, Action 5

The school will provide summer school for students who are struggling or have fallen behind their cohort.

Goal 2, Action 6

EL learners will receive additional support and resources including specialized curriculum, dedicated instructional aides, and a reading specialist to help them become English proficient as quickly as possible.

Goal 3, Action 5

The school has implemented a character education program that includes lessons, readings, guest speakers, and curricula focused on different virtues each month, which teaches students how to treat others with kindness and respect. The school will also implement a community sports outreach and after-school program to help students build strong interpersonal relationships and develop positive character traits.

Goal 3, Action 6

The school tracks attendance on a daily basis and will follow up on chronic absenteeism with parents through phone calls, emails, and in-person meetings, and will assign tutorials and/or Saturday school to help students catch up on missed assignments.

Goal 3, Action 7

The school tracks student progress and works with students and parents to re-engage students who are falling behind and risk dropping out of middle school, and will send the School Resource Officer to the home, as needed, to speak with the parents.

Goal 3, Action 8

School personnel will perform social and emotional wellbeing checks to identify and assist students who are experiencing social and emotional challenges.

Goal 3, Action 9

The school will develop and implement a comprehensive social and emotional learning strategies framework.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Teacher Assignment	All students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	2	Professional Development	All students	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
1	3	Instructional Resources	All Students	\$2,000.00	\$55,500.00	\$0.00	\$0.00	\$57,500.00
1	4	Enrichment	All Students	\$153,050.00	\$153,050.00	\$0.00	\$0.00	\$306,100.00
1	5	Broad Course of Study	All Students	\$58,320.00	\$58,320.00	\$0.00	\$0.00	\$116,640.00
1	6	Good Order and Discipline		\$39,375.00	\$39,375.00	\$0.00	\$0.00	\$78,750.00
1	7	Student Engagement	All Students	\$48,418.00	\$71,531.00	\$0.00	\$0.00	\$119,949.00
1	8	Campus Security and Safety	All Students	\$131,715.00	\$120.00	\$0.00	\$0.00	\$131,835.00
1	9	Campus Cleaning and Maintenance	All Students	\$379,907.00	\$13,125.00	\$0.00	\$0.00	\$393,032.00
2	1	Standards Alignment	All students	\$53,751.00	\$40,951.00	\$0.00	\$0.00	\$94,702.00
2	2	Course Improvement		\$103,781.00	\$194,281.00	\$0.00	\$0.00	\$298,062.00

2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing		\$0.00	\$228,525.00	\$0.00	\$0.00	\$228,525.00
2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing		\$58,320.00	\$154,205.00	\$0.00	\$0.00	\$212,525.00
2	5	Supplemental Instruction		\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00
2	6	English Language (EL) Learner Designated Supports		\$0.00	\$167,537.00	\$0.00	\$0.00	\$167,537.00
3	1	Parental Involvement	All students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	2	Communication	All students	\$14,199.00	\$0.00	\$0.00	\$0.00	\$14,199.00
3	3	Sharing Concerns	All Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3	4	Parent and Student Surveys	All Students	\$4,935.00	\$16,764.00	\$0.00	\$0.00	\$21,699.00
3	5	Relationship, Character Building, and Community Sports Outreach and After-School Program		\$38,551.00	\$42,940.00	\$0.00	\$0.00	\$81,491.00
3	6	Reducing Absenteeism		\$0.00	\$132,146.00	\$0.00	\$0.00	\$132,146.00
3	7	Reducing the Middle School Dropout Rate		\$0.00	\$126,697.00	\$0.00	\$0.00	\$126,697.00
3	8	Social and Emotional Wellbeing		\$0.00	\$258,846.00	\$0.00	\$0.00	\$258,846.00
3	9	Social and Emotional Learning		\$4,000.00	\$15,338.00	\$0.00	\$0.00	\$19,338.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,092,822.00	\$1,819,251.00	\$0.00	\$0.00	\$2,912,073.00

Total Personnel	Total Non-Personnel
------------------------	----------------------------

\$2,690,836.00

\$221,237.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Good Order and Discipline	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$39,375.00	\$78,750.00
2	2	Course Improvement	LEA-wide	Economically Disadvantaged Students.	Heritage K-8 Charter School	\$103,781.00	\$298,062.00
2	3	Additional Instruction & Data Informed Prescriptive Work to Prepare for Standardized Testing	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$0.00	\$228,525.00
2	4	Additional Instruction & Data Informed Prescriptive Work for Courses Not Included in Standardized Testing	LEA-wide	Economically Disadvantaged Students.	Heritage K-8 Charter School	\$58,320.00	\$212,525.00

2	5	Supplemental Instruction	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$0.00	\$50,000.00
2	6	English Language (EL) Learner Designated Supports	Limited	English Language Learners	Heritage K-8 Charter School	\$0.00	\$167,537.00
3	5	Relationship, Character Building, and Community Sports Outreach and After-School Program	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$38,551.00	\$81,491.00
3	6	Reducing Absenteeism	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$0.00	\$132,146.00
3	7	Reducing the Middle School Dropout Rate	Limited	Economically Disadvantaged Students	Heritage K-8 Charter School	\$0.00	\$126,697.00
3	8	Social and Emotional Wellbeing	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$0.00	\$258,846.00
3	9	Social and Emotional Learning	LEA-wide	Economically Disadvantaged Students	Heritage K-8 Charter School	\$4,000.00	\$19,338.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	\$244,027.00	\$1,359,683.00
Limited Total:	\$0.00	\$294,234.00
Schoolwide Total:	\$0.00	\$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires 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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 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 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance

rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

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

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

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

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and

effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-personnel:** This amount will be automatically calculated.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade

span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.