

## LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	New Heights
CDS code:	19 64733 0111211
LEA contact information:	Amy Berfield, 323-508-0155, aberfield@newheightscharter.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	4,716,893
LCFF supplemental & concentration grants	\$	1,215,012
All other state funds	\$	841,169
All local funds	\$	331,435
All federal funds	\$	749,532
Total Projected Revenue	\$	6,639,029
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	6,680,025
Total Budgeted Expenditures in the LCAP	\$	3,330,234
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,332,365
Expenditures not in the LCAP	\$	3,349,791
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	219,092
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	1,094,355

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Heights

CDS Code: 19 64733 0111211

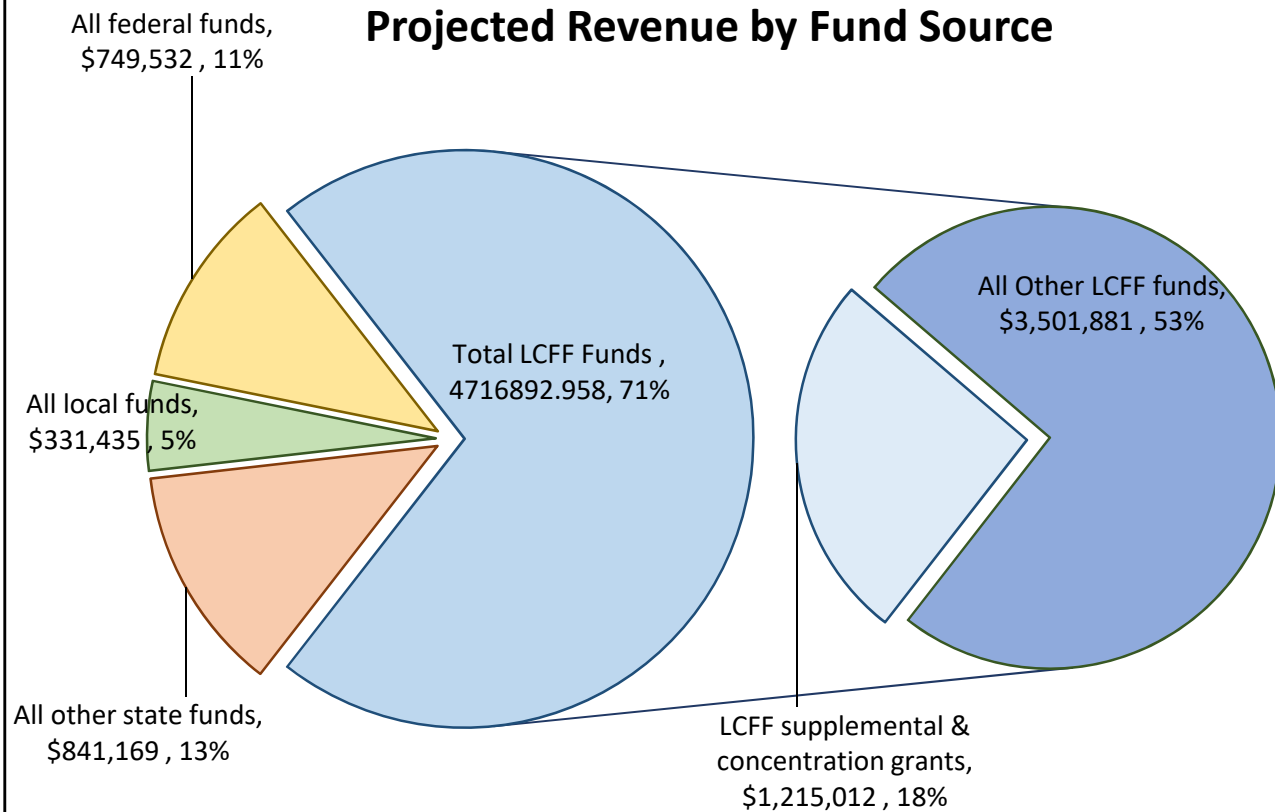
School Year: 2021 – 22

LEA contact information: Amy Berfield, 323-508-0155, [aberfield@newheightscharter.org](mailto:aberfield@newheightscharter.org)

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

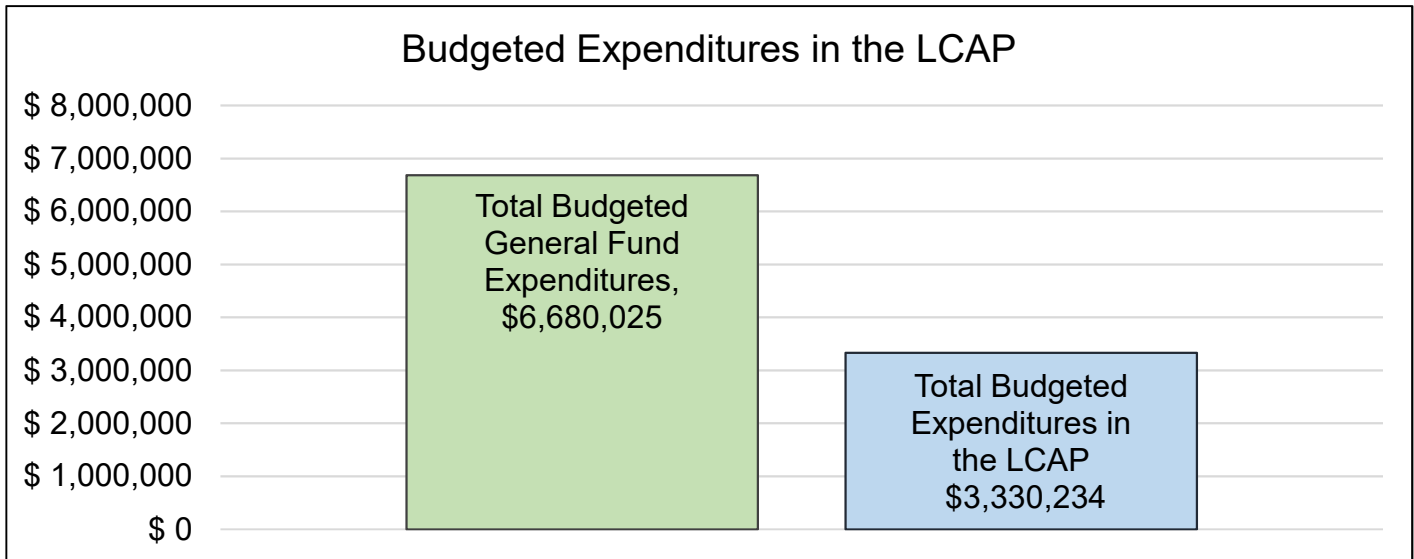


This chart shows the total general purpose revenue New Heights expects to receive in the coming year from all sources.

The total revenue projected for New Heights is \$6,639,028.94, of which \$4,716,892.96 is Local Control Funding Formula (LCFF), \$841,168.86 is other state funds, \$331,435.20 is local funds, and \$749,531.92 is federal funds. Of the \$4,716,892.96 in LCFF Funds, \$1,215,012.46 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

New Heights plans to spend \$6,680,025.00 for the 2021 – 22 school year. Of that amount, \$3,330,233.55 is tied to actions/services in the LCAP and \$3,349,791.45 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

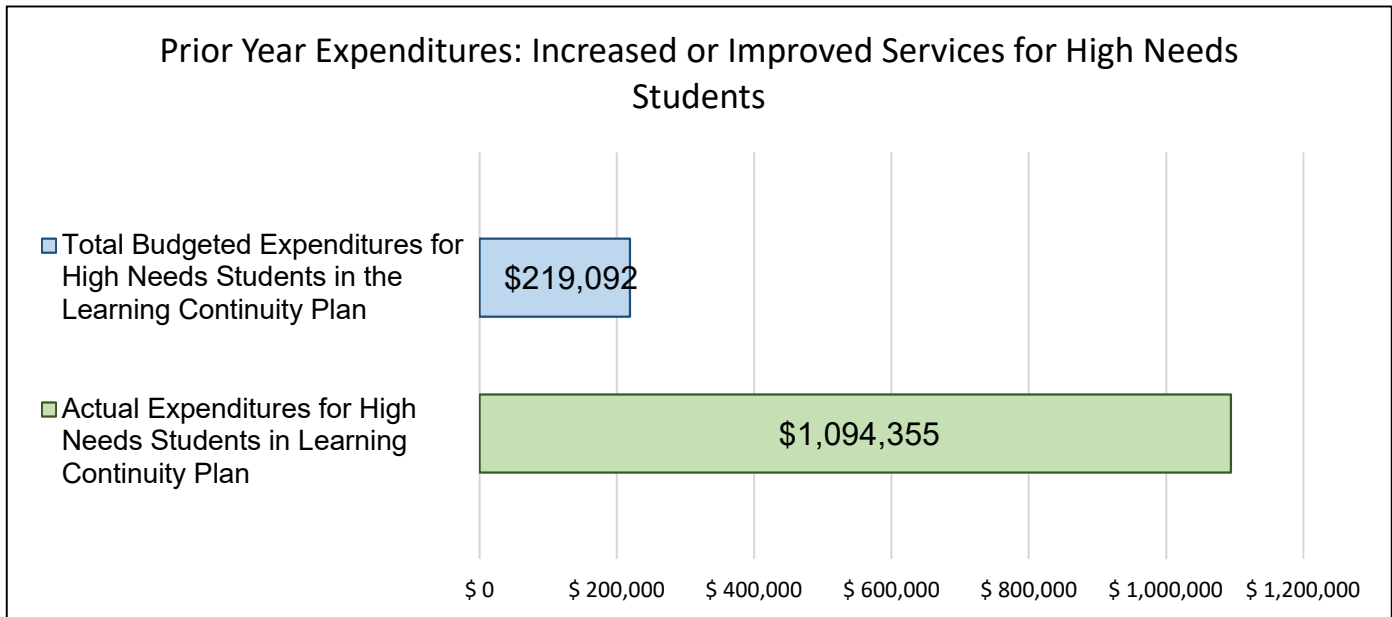
Building rent, general insurance, and other general operating costs (such as accounting services, audit, etc.).

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

In 2021 – 22, New Heights is projecting it will receive \$1,215,012.46 based on the enrollment of foster youth, English learner, and low-income students. New Heights must describe how it intends to increase or improve services for high needs students in the LCAP. New Heights plans to spend \$1,332,364.90 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what New Heights 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 New Heights 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, New Heights's Learning Continuity Plan budgeted \$219,092.00 for planned actions to increase or improve services for high needs students. New Heights actually spent \$1,094,355.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Heights Charter	Amy Berfield Executive Director	<a href="mailto:aberfield@newheightscharter.org">aberfield@newheightscharter.org</a> (323) 508-0155

## Annual Update

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

Increase the percent of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 50%.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>SBAC or internal measures</b> <b>2019-20</b> Maintain SBAC proficiency at 3% points above or below 50%.	The SBAC was cancelled due to school closures.

### Actions / Services

#### Goal 1, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.	\$6,000 - LCFF - 4000-4999 Books and Supplies - 4110 Curriculum Purchases (Amplify, Math, TCI) \$719,985 - LCFF - 1000-1999 Certificated Salaries - Teacher salaries \$66,565 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher salaries funding by unrestricted lottery \$221,390 - LCFF - 3000-3999 Employee Benefits - teacher benefits	\$30,963 - LCFF - 4000-4999 Books and Supplies - Amplify, TCI, Math \$688,447 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries \$74,831 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher salaries funded by unrestricted lottery \$213,718 - LCFF - 3000-3999 Employee Benefits - teacher benefits

#### Goal 1, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  NHCS will offer on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS based on schoolwide data and sub-group data.	\$40,314 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Stipends for Teacher PD prior to the start of the school year.	\$36,150 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Teacher PD stipends

**Goal 1, Action 3**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support includes classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work followed by differentiated lesson planning.	\$14,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Growing Educators \$3,707 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - BTSA Support \$400 - LCFF - 5000-5999 Services and Other Operating Expenses - BTSA Support	\$19,750 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Growing Educators \$25,150 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - BTSA/ Inductions \$0 - LCFF - 5000-5999 Services and Other Operating Expenses

**Goal 1, Action 4**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: All  Location: All Schools  NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.	\$36,335 - LCFF - 2000-2999 Classified Salaries - Technology Specialist \$5,150 - LCFF - 5000-5999 Services and Other Operating Expenses - Tech Verb \$64,704 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet	\$38,921 - LCFF - 2000-2999 Classified Salaries - Technology specialist \$4,112 - LCFF - 5000-5999 Services and Other Operating Expenses - Tech to school \$39,928 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet

**Goal 1, Action 5**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: Students with Disabilities  Location: All Schools  For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.	\$89,257 - Other Federal Funds - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with federal IDEA) \$138,158 - Other State Revenues - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with state AB 602) \$62,022 - Other State Revenues - 3000-3999 Employee Benefits - Benefits for 3 FTE Resource Teachers \$155,994 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted Special Ed Services	\$88,929 - Other Federal Funds - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers \$127,971 - Other State Revenues - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers - AB602 portion \$60,732 - Other State Revenues - 3000-3999 Employee Benefits - Benefits for 3 Resource teachers \$137,319 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted SPED services

**Goal 1, Action 6**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners  Scope of Service: LEA-wide  Location: All Schools  NHCS faculty will engage in a learning/reflection cycle that includes analysis of student oral language, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	\$3,713 - LCFF - 4000-4999 Books and Supplies - Illuminate Assessment Software \$138,725 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (\$45.07 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) \$38,968 - LCFF - 3000-3999 Employee Benefits - Teacher Planning Time/Drama Teaching Partner \$20,765 - LCFF - 5000-5999 Services and Other Operating Expenses - Drama consultant	\$12,159 - LCFF - 4000-4999 Books and Supplies - Illuminate \$138,725 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (\$45.07 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) \$38,968 - LCFF - 3000-3999 Employee Benefits - Benefits \$8,337 - LCFF - 5000-5999 Services and Other Operating Expenses - Drama consultant

**Goal 1, Action 7**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Low Income  Scope of Service: LEA-wide  Location: All Schools  NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention during the school day as well as during afterschool intervention.	\$302,913 - LCFF - 2000-2999 Classified Salaries - 10 Teaching Partners \$78,877 - LCFF - 2000-2999 Classified Salaries - Literacy & Language/EL Intervention Teaching Partner Time \$90,156 - LCFF - 3000-3999 Employee Benefits - Teaching Partner Benefits	\$293,755 - LCFF - 2000-2999 Classified Salaries - Teaching partners \$88,004 - LCFF - 2000-2999 Classified Salaries - Literacy & Language/EL Intervention \$91,622 - LCFF - 3000-3999 Employee Benefits - TP Benefits

**Goal 1, Action 8**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools  NHCS will offer a month long summer school for students below grade level in reading and math.	\$11,330 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs \$6,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs	\$21,149 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs \$20,581 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs

**Goal Analysis**

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

Funds budgeted for actions and services were implemented. With the school closure, the summer school was extended to 5 weeks and conducted online. Professional development also continued online as well as coaching support. Staff were redeployed to provide more grade level support for reading.

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

The main challenges were increasing educator proficiency with technology and trouble-shooting poor home internet connections.

**Goal 2**

Increase the percent of students who are achieving math common core standards at grade level based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 48%.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual
<b>2019-20</b> Maintain proficiency based on internal math assessments at 3% points above or below 48%.  OR	The school did not give the SBAC tests due to school closure. The internal benchmarks showed that math proficiency was given the desired range.

Maintain proficiency based on the SBAC Math assessment at 3% points above or below 48%.

## Actions / Services

### Goal 2, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide standards-aligned curriculum and assessments in math.</p>	<p>\$4,031 - LCFF - 4000-4999 Books and Supplies - Math Curriculum</p> <p>\$719,985 - LCFF - 1000-1999 Certificated Salaries - teacher pay (repeated expenditure)</p> <p>\$66,565 - Other State Revenues - 1000-1999 Certificated Salaries - teacher salaries from unrestricted lottery (repeated expenditure)</p> <p>\$221,390 - LCFF - 3000-3999 Employee Benefits - teacher benefits (repeated expenditure)</p>	<p>\$3,960 - LCFF - 4000-4999 Books and Supplies - Math Curriculum (repeated expenditure)</p> <p>\$688,447 - LCFF - 1000-1999 Certificated Salaries - teacher pay (repeated expenditure)</p> <p>\$74,831 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher salaries from unrestricted lottery (repeated expenditure)</p> <p>\$213,718 - LCFF - 3000-3999 Employee Benefits - teacher benefits (repeated expenditure)</p>

### Goal 2, Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.</p>	<p>\$40,314 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Stipends for teacher professional development prior to the start of school year. (repeated expenditure)</p>	<p>\$36,150 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Teacher PD stipends</p>

### Goal 2, Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>\$38,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Math PD</p>	<p>\$37,800 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Math PD</p>

### Goal 2, Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.</p>	<p>\$36,335 - LCFF - 2000-2999 Classified Salaries - Technology Specialist (repeated expenditure)</p> <p>\$15,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Blended Learning Coaching</p>	<p>\$38,921 - LCFF - 2000-2999 Classified Salaries - Tech specialist (repeated expenditure)</p> <p>\$16,800 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - blended learning coaching</p>



**Goal 2, Action 5**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.</p>	<p>\$89,257 - Other Federal Funds - 1000-1999 Certificated Salaries - Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA) (repeated expenditure)</p> <p>\$138,157 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602) (repeated expenditure)</p> <p>\$62,022 - Other State Revenues - 3000-3999 Employee Benefits - Employee Benefits; Benefits for 3 FTE Resource Teachers (repeated expenditure)</p> <p>\$155,994 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted Special Ed Services (repeated expenditure)</p>	<p>\$88,929 - Other Federal Funds - 1000-1999 Certificated Salaries - Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA) (repeated expenditure)</p> <p>\$127,971 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602) (repeated expenditure)</p> <p>\$60,372 - Other State Revenues - 3000-3999 Employee Benefits - benefits (repeated expenditure)</p> <p>\$137,319 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted SPED (repeated expenditure)</p>

**Goal 2, Action 6**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons with particular attention to students' ability to use language to explain their mathematical answers.</p>	<p>\$3,713 - LCFF - 4000-4999 Books and Supplies - Illuminate Assessment Software (repeated expenditure)</p> <p>\$138,725 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (\$45.07 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) (repeated expenditure)</p>	<p>\$12,159 - LCFF - 4000-4999 Books and Supplies - Illuminate (repeated expenditure)</p> <p>\$138,725 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (\$45.07 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) (repeated expenditure)</p>

**Goal 2, Action 7**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will continuously improve its comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.</p>	<p>\$302,913 - LCFF - 2000-2999 Classified Salaries - Teaching Partners (repeated expenditure)</p>	<p>\$293,755 - LCFF - 2000-2999 Classified Salaries - TPs (repeated expenditure)</p>

**Goal 2, Action 8**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$11,330 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs (repeated expenditure)</p> <p>\$6,000 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs (repeated expenditure)</p>	<p>\$21,149 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer school staff costs (repeated expenditure)</p> <p>\$20,581 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer school staff costs (repeated expenditure)</p>

Location: All Schools

Implement a month-long summer school program for students who struggle in math based on student assessments. (Summer School also focuses on reading.)

## Goal Analysis

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

Funds budgeted for actions and services were implemented. With the school closure, the summer school was extended to 5 weeks and conducted online. Professional development also continued online as well as coaching support. Staff were redeployed to provide more grade level support for math.

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

Teachers needed training to learn to teach math online through Zoom. The biggest challenge was the difficulty to teaching young students how to use manipulatives during distance learning.

## Goal 3

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>2019-20</b> ADA: 95% or more  Chronic Absence: 9% or less  Parent Participation: >60%	

## Actions / Services

### Goal 3, Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools  The Student Support Coordinator will: <ul style="list-style-type: none"> <li>regularly analyze attendance data and work with parents to reduce absenteeism.</li> <li>continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year.</li> <li>provide personalized support to students/families with chronic absenteeism.</li> <li>review and improve systems for supporting families of students with chronic absenteeism</li> </ul>	\$50,232 - LCFF - 3000-3999 Employee Benefits - Student & Family Support Team \$157,794 - LCFF - 2000-2999 Classified Salaries - Student and Family Support Team	\$51,865 - LCFF - 3000-3999 Employee Benefits - Student family support team \$162,925 - LCFF - 2000-2999 Classified Salaries - Student family support

- conduct home visits as needed to support student attendance at school.
- continue to educate/inform parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.

**Goal 3, Action 2**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent Coordinator will design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school, communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.</p> <p>In addition, office staff will also support students and parents entering TK and Kindergarten from preschool by hosting Information Sessions during the school year to help families understand the expectations of elementary school. Prior to enrollment, pre-school parents are invited to an Orientation Session and staff makes visits to local Head Start centers to discuss expectations for TK/Kinder and our educational philosophy of support the whole child.</p>	\$20,000 - LCFF - 2000-2999 Classified Salaries - Parent Coordinator	\$34,902 - LCFF - 2000-2999 Classified Salaries - Parent Coordinator

**Goal 3, Action 3**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers will use the training in trauma-informed stress reduction activities and/or growth mindset to increase students and parents abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>		

**Goal 3, Action 4**

Planned Plans/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size</p>	<p>\$0 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher Salaries (Portion funded by Unrestricted Lottery Funds)</p> <p>\$376,324 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p>	\$448,987 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries

(average 24) in grades 4-8 to ensure strong teacher-student relationships.

### Goal 3, Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b>  Students to be Served: English Learners, Foster Youth, Low Income  Scope of Service: LEA-wide  Location: All Schools  Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.	\$157,794 - LCFF - 2000-2999 Classified Salaries - Student & Family Support Team (repeated expenditure)	\$162,925 - LCFF - 2000-2999 Classified Salaries - Student Family Support team (repeated expenditure)

### 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 majority of funds were used for actions and services as originally designed. One major change was the redeployment of yard/lunch staff to supporting grade level teams during online learning. We also redeployed coaches and office staff to ensure that all students had a 1:1 advisor to support them during the transition to online learning.

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

The main challenges were distribution of computers and hot spots to all families and students. During April and May, attendance was an issues for several of our families who had a difficult time making the transition to online learning and keeping to a schedule. Students sleep patterns were disrupted and older students were having trouble waking up in time for morning class. Our Student and Family Support Team, along with our coaching and office staff, helped to make sure all students understood the new distance learning schedules and expectations as well as help to make sure that almost families had working Internet and understood how to use the computer to access classroom content and zoom instruction.

## Expenditure Summary

### Expenditures by Budget Category

Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	\$2,976,809	\$3,089,650
1000-1999 Certificated Salaries	1,580,658	1,661,339
2000-2999 Classified Salaries	601,919	639,088
3000-3999 Employee Benefits	462,768	456,905
4000-4999 Books and Supplies	13,744	43,122
5000-5999 Services and Other Operating Expenses	317,720	289,196

### Expenditures by Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	\$2,976,809	\$3,089,650
Federal Revenues - Title I	124,644	188,380
Federal Revenues - Title II	3,707	25,150
Other Federal Funds	89,257	88,929

Other State Revenues	422,739	400,853
LCFF Base/Not Contributing to Increased or Improved Services	1,077,995	1,050,991
LCFF S & C/Contributing to Increased or Improved Services	1,258,467	1,335,347

## Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	\$2,976,809	\$3,089,650
1000-1999 Certificated Salaries	Federal Revenues - Title I	51,644	93,449
1000-1999 Certificated Salaries	Other Federal Funds	89,257	88,929
1000-1999 Certificated Salaries	Other State Revenues	204,723	202,802
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	719,985	688,447
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	515,049	587,712
2000-2999 Classified Salaries	Federal Revenues - Title I	6,000	20,581
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	56,335	73,823
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	539,584	544,684
3000-3999 Employee Benefits	Other State Revenues	62,022	60,732
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	221,390	213,718
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	179,356	182,455
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	10,031	30,963
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	3,713	12,159
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	67,000	74,350
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	3,707	25,150
5000-5999 Services and Other Operating Expenses	Other State Revenues	155,994	137,319
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	70,254	44,040
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	20,765	8,337

## Annual Update Expenditures by Goal and Funding Source

Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
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## Goal 1:

Increase the percent of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 50%.)

All Funding Sources	\$2,315,428	\$2,300,221
Federal Revenues - Title I	71,644	97,630
Federal Revenues - Title II	3,707	25,150

Other Federal Funds	89,257	88,929
Other State Revenues	422,739	400,853
LCFF Base/Not Contributing to Increased or Improved Services	1,053,964	1,016,089
LCFF S & C/Contributing to Increased or Improved Services	674,117	671,570

## Goal 2:

Increase the percent of students who are achieving math common core standards at grade level based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 48%.)

All Funding Sources	\$57,031	\$90,750
Federal Revenues - Title I	53,000	90,750
LCFF Base/Not Contributing to Increased or Improved Services	4,031	0

## Goal 3:

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.

All Funding Sources	\$604,350	\$698,679
Other State Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	20,000	34,902
LCFF S & C/Contributing to Increased or Improved Services	584,350	663,777

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## 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
New Heights has hired Teaching Partners to work with each grade level to allow teachers to break students into small groups for purposes of differentiation and reducing learning loss.	348,000	460,370	Y
New Heights hired 3 counselors/social workers to be on the Student and Family Support team	32,102	167,771.56	Y
New Heights conducted an extended summer school (5 weeks) to help students fill-in gaps in their learning. The staff was increased in order to support students with a smaller student-teacher ratio.	25,311	42,615	Y
New Heights has purchased protective gear for staff and students including masks and face shields, plexi-glass barriers, hand washing stations, hand sanitizer stations, sensor operated faucets for classrooms and bathrooms, gloves, digital thermometers, personal water bottles, posters to show stakeholders where to stand, remind folks to wash hands, and reminders regarding social distancing, floor stickers to help students/staff/parents maintain social distance, and foot pedals to allow people to open doors with their feet rather than with their hands.	11,073	50,252	N
New Heights staff time has been reallocated to allow more time for cleaning and disinfecting.	14,530	14,674	N

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

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## Analysis of In-Person Instructional Offerings

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

New Heights Charter School had a 5-phase **instructional plan** that was been co-developed with input by all stakeholder groups. Phase 1-3 occurred during the 20-21 school year and we anticipate Phases 4-5 as we launch the 21-22 school year. Phase 1: 100% distance learning, Phase 2: Hybrid Model with 6 students in the classroom at a time for one day a week, and other classes online, Phase 3: Hybrid Model with 12 students in the classroom at a time for two days a week, and all other classes online, Phase 4: 100% in person, while allowing for vulnerable populations of students to continue distance learning at home, Phase 5: 100% in person instruction for all.

Creating this 5-phase model allowed teachers and staff to plan for continuous learning in and out of school throughout the year without any disruptions due to global and local health concerns. The model had at its core a 2.5 hour block of “live zoom instruction” that remained at the same time, with the same instructional flow throughout the year. The model also had a 1-2.5 hour block of asynchronous learning that will be guided by teachers more at the beginning of the year with a gradual release as students learn to navigate the online platforms on their own.

The model also included a 30-minute Morning Meeting to support students’ social-emotional development and build community. In addition, to prioritize students with the greatest need, the model included 30-90 minutes of extra support each day for in-person (when in Phase 2) or online small group support for students who have experienced learning loss. These small groups provided support for students with the greatest need, including English Learners, and allow for differentiation, designated ELD as well as extra support for small group designated ELD for newcomers, and other Tier II and Tier III supports.



Phase 2 of the model was implemented after Los Angeles reached the county health department standards for at least two weeks...this occurred in the middle of March 2021.

Staff have successfully engaged in learning and following all of our healthy school guidelines as they relate to preventing the spread of COVID-19. As a result we had no “breakouts” during our time back on campus, although we did have a handful of isolated cases.

New Heights prepared for the safety of students and staff by developing a **Health and Safety** Guide to families and a slide deck presentation that discusses the major parts of the safety plan for COVID-19:

The key parts of the plan included:

1. Promote Healthy Hygiene Practices
2. Intensify Cleaning, Disinfection, and Ventilation
3. Implement Distancing Inside and Outside
4. Safe Classrooms
5. Safe Non-classroom Spaces
6. Check for Signs and Symptoms
7. Plan for When a Staff Member, Child or Visitor Becomes Sick

Challenges: Communicating all the work we had done to make the campus experience safe helped teachers and parents feel more secure about returning to campus, but it was challenging getting the message through to 100% of our school community who had a traumatic experience with COVID-19. While it took some time, all teachers returned. However, all parents did not feel comfortable sending their children to school once the in-person was offered.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development in Technology through Power My Learning	15,000	10,650	Y
Professional Development in Math to support distance learning:	34,200	23,633	Y
Professional Development in Science to support distance learning	5,000	0	Y
Professional Development in ELA to support distance learning:	10,000	0	Y
Professional Development focused on Implicit Bias (given through a grant)	0	0	N
Technology: student iPads, chromebooks, hot spots, headphones, staff devices	50,000	141,516	Y
Digital Curriculum Resources for ELA: Wit and Wisdom	50,678	49,626	Y
Digital Curriculum Resources for Math: Insync Eureka Math and Equip	1,000	9,462	Y
Digital resources for Amplify Science (included in yearly digital subscription)	6,052	18,578	Y
Digital Curriculum Resources for Social Studies: TCI digital subscriptions	5,000	823	Y
Digital instructional and assessment tools (pro versions): Zoom, Pear Deck, Formative, Screencastify, and Ed Puzzle.	9,625	7,424	Y

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

There were no 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.

## **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.

To support Distance Learning, the school purchased extra devices, hot spots, and headphones to allow each and every child to set-up their home learning station. Continuity of instruction was preserved through the implementation of the school's 5-Phase Instructional Model (see above). Teachers proceeded through their curriculum on a daily basis through the use of digital resources both in the classroom and at home. Students were taught how to access and succeed with asynchronous learning during the Phase 1-3 of the model.

The school has purchased several new digital resources designed for synchronous and asynchronous learning including:

- 1) The highly rated Great Minds' ELA program, Wit and Wisdom which has a new InSync version designed for our circumstances,
- 2) Great Minds' Eureka Math Insync version of the math curriculum designed for use in online instruction,
- 3) Curriculum-based math assessment resources, including Equip, were used by teachers to help teachers identify gaps in instruction and provide instructional tools to fill the gaps without losing learning time from current grade level content,
- 4) Amplify Science's @Home version designed with units and videos that can be used either in the home environment or in school, and

5) Teacher's Curriculum Institute's new online resources to enhance their digital curriculum (videos of lessons are forthcoming for use in asynchronous settings.)

In addition to new curricular resources, New Heights purchased several online tools to make learning more interactive and to make online assessment easier to administer and act upon. These new resources include pro versions of Padlet, Ed Puzzle, Screencastify, Formative and Pear Deck. In the 10 days prior to the first day of school, teachers were given training and time to explore these new resources. Teachers also spent time pacing out their instructional year, utilizing the new resources developed by Great Minds, Teachers' Curriculum Institute, and Amplify as well as the Achieve the Core's guide mentioned above. The school continued to provide guidance and support to teachers and resource teachers on implementing best practices for distance learning. In addition, teachers received extra support for engaging English learners in distance learning— including for comprehensibility, active engagement, oral language interaction, and home language supports.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Allocate time of the Student and Family Support Team to provide social-emotional support for students and families with differing needs, including support for attendance.	64,205	67,109	Y
Digital programs to support student engagement and assessments both summative, diagnostic, and formative: Eureka and Equip.	5,911	9,462	Y
Allocation of time of the Teaching Partners and Resource Team to support students in need.	30,578	29,129	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.

There were no 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

### 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.

New Heights Charter School's overarching theory of action around assessments during this global pandemic is to: 1) assess in continue to use our two primary tools for universal screening/schoolwide assessments: Fountas and Pinnell Reading Benchmark Assessment (for ELA) and Track my Progress (for math) and 2) conduct short, targeted assessment prior to each unit of study in ELA, ELD, and Math. These assessments helped us identify students in need of more personalized support.

ELA: Through a cycle of instruction and assessment, students having difficulties were placed in small group (or 1:1) sessions to target necessary skill/concept development.

ELD: Students in designated ELD groups received instruction at their level of need as well as pre/post assessments based on their targeted language needs. Teachers also used the ELPAC released test questions/sample tests to gather data on student progress and support student learning.

MATH: Teachers used *Eureka Math* assessments and *Open Up* Assessments to identify knowledge gaps from the past year and even earlier. Teachers provided math instruction in small groups to attempt to reduce learning loss.

The most important strategy used to counter learning loss was prioritization of content. Teachers implemented units of study based on the national recommendations of Achieve the Core's 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics to “slim down” units of study to focus on deep learning of the essential skills and concepts of the grade level.

## 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.

New Heights Charter School has a schoolwide approach to supporting students' social-emotional well-being and mental health. This strong foundation allowed the school to successfully support the mental health and social and emotional well-being of our students.

New Heights planned for the **social-emotional support** of students in the following ways: 1) All classes will began each day with a Morning Meeting to allow students to feel welcomed into the class, share their thoughts and feelings, and

participate in a “check-in” regarding their emotions, 2) The three counselors/social workers employed at the school were assigned to specific grade levels to offer support during class time, in separate counseling sessions, 3) on-line (and in Phase 2-5) in person Open Office Hours for students to share concerns/talk, 4) attendance contacts/meetings as needed to ensure participation, and 5) self-care support for teachers and staff.

The school used Responsive Classroom and a trauma-informed approach to mental health counseling, support groups, and crises support. Teachers received professional development in secondary trauma and self-care from the Seneca Center and received additional training in self-care and implicit bias in August 2020. Teachers participated in critical reflection circles throughout the 2020-21 school year to increase their capacity to support students experiencing trauma. Teachers new to the school also participated in training in Responsive Classroom in August and continued to get support through the school year.

In addition to students receiving regular welfare checks by staff members, in the 2020-21 school year students had access to our Student and Family Support team on a daily basis through their participation in online zoom classes, open “office hours” for students to drop-in and seek support, and scheduled counseling sessions.

To monitor the well-being of the school community, two major strategies will be used:

1. Universal screening of students for social-emotional and mental health issues, followed by tiered intervention support.
2. Surveys of the school community (parents, students and staff) to gauge well-being and connection to the school community as well as social-emotional competencies.

The biggest challenge was reaching the handful of students who had chronic absences and were hard to reach and engage in school. For 99% of the students, the New Heights Student and Family Support Team maintained direct communications with families to check in on student/family needs impacting participation in school – with referral and resource responses – all available with translation in the home language. The remaining 1% were difficult to support, although weekly communication was maintained. This group will be identified for direct support when we return to campus.

## **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.

New Heights developed a system that is multi-tiered with universal support, early intervention, and intensive support that was successful with almost all of our students. Specifically, the strategies were designed to re-engage students and families experiencing trauma, isolation, and a lack of access to the necessary supports to participate and fully engage in school on a daily basis while at home.

Family participation in parent education and school information meetings was a little higher than prior to the pandemic, however, we did notice a slight reduction in participation numbers as we entered the 1-year mark of the pandemic. We will continue to offer some Zoom meetings for parents in the 21-22 school year to allow for greater participation for our working families.

The school used our student information system to identify, as early as possible, pupils with different barriers to their attendance so that applicable support services and interventions were provided. Grade level team staff contacted homes around 9:00 am each day if students had not already shown -up for live instruction online. In addition, aggregate counts of excused and unexcused absences from instruction were collected and reviewed daily and weekly to look for trends.

The school experienced challenges with a handful of families who were still hard to reach, despite all of our efforts. However, most students with historic chronic absence challenges, were reached during the pandemic. The Executive Director contacted faculty and staff to host team meetings as soon as students exhibited chronic attendance challenges. For students at risk of learning loss due to poor attendance, were included in small group and 1:1 supports scheduled throughout the week. Students received targeted support based on their learning needs during these small group and 1:1 sessions held during the school day and afterschool. Families received support to access assignments using the school's technology platforms and programs we well as support to set-up effective learning spaces at home.

## **Analysis of School Nutrition**

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



New Heights developed a system that is multi-tiered with universal support, early intervention, and intensive support that was successful with almost all of our students. Specifically, the strategies were designed to re-engage students and families experiencing trauma, isolation, and a lack of access to the necessary supports to participate and fully engage in school on a daily basis while at home.

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## **Additional Actions and Plan Requirements**

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social-Emotional Well-Being	Student and Family Support Team: 2 members of the team will take the lead providing the Tiered Re-Engagement strategies	32,102	34,022	Y
Student and Family Engagement and Outreach	Office staff will provide translation services as needed for families.	32,023	32,815	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.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## 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.

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

New Heights Charter School's overarching theory of action around assessments during this global pandemic included the following strategies: 1) assess in continue to use our two primary tools for universal screening/schoolwide assessments: Fountas and Pinnell Reading Benchmark Assessment (for ELA) and Track my Progress (for math) and 2) conduct short, targeted assessment prior to each unit of study in ELA, ELD, and Math.

In addition, in lieu, of the state assessment, New Heights identified and implemented a new, norm-referenced schoolwide internal assessment system, iReady, to pinpoint student strengths and needs based on grade-level standards in ELA and MATH. This assessment provides the school with individual learning plans for each student as well as instructional groupings. From this data, we know what knowledge gaps exist as they relate to the major work of the grade. In addition, teachers continue to use curriculum-based assessments and formative assessments, to track student progress and adjust instructional approaches as needed.

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.

There were no 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, other than the addition of iReady to the school's assessment toolkit.

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

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

The analysis and reflection on student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP in that we have decided to continue the pathway set in our 2019-20 LCAP prior to the pandemic and we have added to that pathway the outcomes that we identified as necessary, due to the pandemic, in our Learning Continuity and Attendance Plan. For example, the new plans include a stronger emphasis on English Language Learners and social/emotional supports. Overall, our analysis shows that students who were struggling before the pandemic are struggling more now. These students need more

personalized supports moving forward and more targeted instruction – these are key features in our 21-22 through 23-24 LCAP.

# 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
New Heights Charter	Amy Berfield Executive Director	aberfield@newheightscharter.org 323-508-0155

## Plan Summary 2021-2022

### General Information

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

New Heights Charter School, a TK-8 school located in South Los Angeles, originally was authorized by the Los Angeles Unified School District (LAUSD or District) in 2006 and renewed for a third five-year term in 2016. New Heights Charter School (New Heights or NHCS) was founded based on the idea that rigorous learning requires a caring learning community and that students’ academic, social, emotional, and physical development are interrelated. Essential to this vision is our set of beliefs about the importance of school culture and its role in supporting continuous improvement in teaching and learning. New Heights is organized around a cohesive set of shared ideas and practices about teaching and learning; our faculty work together to provide a coordinated experience for students as they progress through the school. Students are given opportunities to participate in a learning garden, arts activities, sports, yoga/mindfulness, social skills groups, and field trips to museums, theaters and team-building programs.

Going into our sixteenth year of operations, New Heights currently serves 410 students on two campuses located half a mile apart. Almost all our students (97%) are eligible for free or reduced-price lunch (FRPL), 21% are African American, 79% Hispanic, 33% English Learners (EL), 26% RFEP, and 14% are students with disabilities. NHCS has earned a full six-year WASC accreditation.

### Reflections: Successes

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

New Heights Charter School students exceeded the performance of neighboring resident schools in 2018 and 2019 in CAASPP scores by all measures.

New Heights Charter School students have made one year’s progress as shown in grade level cohort data, students in subgroups at New Heights outperform neighboring schools that our students might otherwise attend, LAUSD as a whole and the State of California for English Language Learners, Students with Disabilities, Low Income Students, African American Students, and Hispanic Students.

The following data shows our school’s strong record in academic performance, including:

- Schoolwide percentage proficient (strong levels of proficient as well as lower levels of “standard not met”) over the last two testing years
- New Heights Charter School student cohort data over time for ELA and Math
- Schoolwide percentage proficient compared to resident schools
- Subgroup “distance from standard” compared to resident schools

- Sub-groups “distance from standard” compared to LAUSD and the State of California
- Sub-groups percentage proficient compared to the State of California
- Reclassification rates
- Suspension Rates
- LAUSD Oversight Scores

# 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.

Areas that need significant improvement include: 1) Chronic Absenteeism and 2) Reclassification Rates and ELL student progress in ELA and Math.

Chronic Absenteeism: One of the school's LCAP goals is to reduce chronic absenteeism. The charter school made significant progress from 2016-17 to 2017-2018. However, the charter school was unable to maintain this lower percentage of chronic absences in 2018-19, causing the 2019 dashboard to indicate red for this indicator. If the charter school had reduced the number of students with chronic absence by 2 students – the dashboard color would have been orange schoolwide.

New Heights has analyzed each students’ reasons for their chronic absences and the following categories have emerged: chronic health issues, limited family supports (when parents are sick or unavailable, there is no one else to help bring students’ to school), grief/death (students are kept out of school due to family deaths), and mental health issues. These issues plague our community. As seen by the chronic absence rates of our resident schools (see comparison below), the issues of poverty, trauma, and poor health are pervasive in our area.

New Heights was RED on the dashboard for chronic absences. However, compared to resident schools, our school has low incidence of chronic absences.  
 New Heights Charter: 10%  
 Resident Schools Median: 26%

Each year since New Heights has begun collecting data on chronic absences, we have improved our system for identifying students at risk, working with families, helping bring students to school, and addressing mental health issues. Most recently, in 2019-20, NHCS’ Student and Family Support team began a new early warning system that helped reduce the number of students experiencing chronic absenteeism.

Starting on the first day of school, if students are absent, teaching teams contact students’ homes to make sure to let families know how much we miss them when they aren’t in school and how important it is for them to be present. In addition, a robo-call/text is sent to homes to report student absences, each morning.

Teachers report any absences of students with a history of chronic attendance challenges to the Student and Family Support team. The team, who has already developed a rapport with the families from prior years, works with the family to problem-solve any issues that don’t warrant an excused absence.

The school tracks students at 8-10% absences starting within the first month of school and continues to track each week, contacting parents and inviting them to meetings to analyze the barriers to attendance and identify possible solutions. This new data collection has been instrumental in this work, along with clarification of the school’s process for parents, inviting parents to meet with school staff to problem-solve, and making the problem more visible to all parents through information flyers linking high absenteeism with a host of poor outcomes like increased likelihood of school drop-out and increased likelihood of incarceration. The staff and parents also create an “Attendance Agreement” to memorialize goals for improved attendance.

Based on our initial analysis, attendance issues adversely correlate with student performance on state standardized tests and in-class academic achievement – not surprisingly, students who are absent more are not performing as well academically. Analysis of grade level differences shows that attendance for the middle grades last year was better than attendance for younger students, with TK/K and First grade students having some of the worst attendance in the school.

Even though the school has always maintained an average daily attendance of approximately 95%, New Heights is concerned about the academic trajectories of students who make up the bulk of the school’s absenteeism.

English Language Learner Progress: As our English Language Learner population has grown over the past several years, New Heights has developed and refined its system of support and its understanding of the needs of language learners. While we have made significant progress, we also know our learning journey must be ongoing. We have several years of data over the course of our current charter that show promising growth and other areas that show concern / room for improvement.

New Heights Charter School English Language Learners perform better than resident schools, LAUSD, and the State of California on both ELA and Math on the SBAC assessment (see data above). In addition, we see progress in the speaking skills, as reported on the ELPAC and our internal formative assessments, of students who are both ELL and students with disabilities. On the 2018-19 ELPAC, 35% of all students (43.75% in Grade 4 and 84.62% in Grade 5) scored Well Developed in the Speaking Section.

New Heights Charter School English Language Learner data (2019) from the California Dashboard shows the increased academic performance of reclassified students, increases in EL students performance in ELA, yet a decrease in EL performance in Math.

Area for Improvement: The one indicator that precluded New Heights from qualifying for the high track was ELPI – New Heights scored lower than the state on this indicator.

We understand we have a gap in performance for our ELL students, however, we also want to point out that we have been very successful in recent years reclassifying our students.

As we have analyzed our data carefully, we see two potential reasons for the most recent drop in reclassification rates (Dataquest as of September 2020):

1. We had 10 students who were reclassified just after the Census Day. These students had an ELPAC scores of 4, but teachers and parents were waiting for other data to confirm their readiness for reclassification. (If these students had been added to our most recent group, our reclassification percentage would have been 18.45%).
2. Our success in prior years means that our remaining EL population is largely made up of lower elementary students not yet ready to reclassify, upper grade students coming to New Heights in 5th / 6th grade for the first time, or upper grade ELL Students who also have special needs (37% of the population in grades 3-8 are students with disabilities.)

Over the past 6 years, teachers participated in multiple coaching sessions focused on developing student's academic language through partnership conversations during all subject areas as well as grand conversations about social issues and book clubs. Grand conversations are student-led whole class discussions that allow students to practice their listening and speaking skills.

In 2018, New Heights received a Public Charter Schools Dissemination Grant for the school's work in Oral Language Development, one of three awards given in the state of California. This grant is given to high-quality charter schools to share their best practices as well as continue to improve and innovate.

Moving forward, we intend to continue professional development focused on language development to language study within complex texts as well as partner /collaborative conversations in all subject areas. In addition to this integrated English language instruction, teachers are also working to ensure their designated ELD sessions are supportive of academic content language and taught in context of the academic content work students are expected to do. We are committed to ongoing work in this area to support students' academic achievement and well-being.

## LCAP Highlights

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

The New Heights Charter School LCAP represents our school's commitment to strategic, focused improvement efforts that build overtime. The key features are sustained professional development in both ELA and MATH, focus on ELL students and students with special needs to reduce the achievement gap, continued integration of social-emotional supports to create an environment conducive to learning, and improvements in data collection, data analysis, and progress monitoring to support all students.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

## Stakeholder Engagement

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

New Heights Charter School has made a concerted effort to stay connected to our school community during the pandemic, including families, especially families of English Learners, students with special needs, families experiencing homelessness and families with students in the foster system. Specifically, New Heights has done the following to solicit stakeholder feedback into our planning process for the 2021-22 LCAP and Annual Report.

1. All staff/faculty meetings (twice a month): Staff and faculty discussed Learning Continuity and Attendance Plan goals, provided input to 21-22 LCAP, and assessed student performance throughout the 20-21 school year.
2. Three Zoom Sessions (with translation and interpretation) for parents/guardians to brainstorm ideas and give input for 2021-22: October 29, 2020, February 24, 2021, March 11, 2021.
3. Two Zoom Sessions (with translation and interpretation) for parents/guardians to review LCAP and give feedback: April 28 and May 18
4. Pupil Survey on distance learning: March 2021
5. Parent/Guardian survey on distance learning: March 2021
6. Board meeting to discuss plans for 21-22 school year: March 24, 2021
7. English Language Learner Parent Advisory Committee Meeting to discuss/provide input for/revise Learning Continuity and Attendance Plan: August 18, 2020
8. Parent Advisory Committee Meeting to discuss/provide input for/revise Learning Continuity and Attendance Plan: August 18, 2020 and June 7, 2021
9. Public Board Meeting (hearing) to share/review LCAP: May 26, 2021
10. Public Board Meeting to approve LCAP: June 23, 2021

The meetings were held on Zoom with public notice of the links shared via robotext with parents, emails with Board members and staff, and on our website. We provided internet access, through hot spots, to families in need so that they could actively participate in these discussions. When technology was not working for any given session, parents were encouraged to provide feedback (in their preferred language) via phone messages on the school's general line.



To encourage input and ensure equity for all communities, especially English Learners, students with special needs, families experiencing homelessness and families with students in the foster system, New Heights provides necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, with accessibility functions such as translation and interpretation into our families' home languages. Parent meeting were recordings and made available on the website. Also, families were provided alternate ways to provide input and feedback after the meetings, in their home language, through voicemail, phone calls, and surveys.

New Heights has conducted staff, parent/guardian, and board meetings via zoom during the pandemic, providing translation and interpretation services for all parent meetings. Stakeholders have the option to call into the zoom conversation or join via their phones, computers, tablets, etc. Parents/guardians have also had the chance to communicate with the school through phone, text and facetime in their preferred language as well as email questions and comments to school staff. Specifically, New Heights has done the following to ensure options for participation:

1. The Board of Directors held its meetings via zoom with an option for members of the public to participate via phone or computer link shared prior to the meeting. Members of the public who wish to comment during the Board meeting were directed to use the raise hand tool on the Zoom platform. Individual comments were limited to three minutes. If an interpreter is needed, the time limit was six minutes to allow for English translation.
2. New Heights also shared information with parents/families and solicited input via text, emails, and five Zoom meetings (with translation provided at each meeting.)
3. Weekly all school staff/faculty meetings through Zoom online.
4. Pupil, parent/guardian and staff survey on distance learning and social-emotional well-being: Parent could complete this survey on their phones or computers. If they had trouble with either, staff follow-up with phone calls in the parents' preferred language.

#### A summary of the feedback provided by specific stakeholder groups.

Throughout the school year, parents provided feedback to the school's various models for distance learning plans, shared important information through anecdotes and survey data about the home learning environment, and provided feedback on which instructional strategies were working best with their children. Specifically, parents provided very positive feedback on the small group support system created this year and proposed to continue for next year.

The Board provided feedback to help align the school's plans with state/local expectations and guidance. In addition, the Board ensured that the school's budget provided adequate funds to allow for technology in students' homes and hot spots in homes without internet connection.

School Community Survey for Parents and Students in grades 3-8 was administered in March 2021. This data was very useful to help identify the strengths of our distance learning program and our areas for improvement. Families also indicated 81% positive response to how well the school was communicating with them this past year.

Faculty and Staff expressed a need for continued Mental Health and Social-Emotional Support, specifically secondary trauma training and self-care support. Workshops on these topics are now part of our professional development plan. The Student and Family Support Team expressed concern over adding a member of their team with Spanish speaking skills. This is now part of the hiring process for 21-22. Staff and Faculty also expressed the need for better assessment and progress monitoring tools for students who struggle to meet expectations.

Parents and staff liked the Parent Zoom meetings – attendance was higher than in most school-based meetings, so these will continue in 2021-22 as an option for meetings.

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

The LCAP was influenced by specific stakeholder input in the following ways:

- 1) Parents supported the idea of maintaining the "4 person team" per grade level so that each classroom was able to do group work throughout the day.
- 2) The Student and Family Support Team expressed concern over adding a member of their team with Spanish speaking skills. This is now part of the hiring process for 21-22.
- 3) The staff and faculty wanted better data and assessment tools to support student subgroups.
- 4) Parents and staff liked the Parent Zoom meetings – attendance was higher than in most school-based meetings, so these will continue in 2021-22 as an option for meetings.

## Goals and Actions

# Goal

Goal #	Description
1	Increase the percentage of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC.

An explanation of why the LEA has developed this goal.

Reading comprehension is a key competency for a well-educated person. If students are reading at grade-level, all other subjects benefit. While our students have increased their proficiency in reading, with more students coming closer to meeting standards, we still are not yet succeeding for all our students in all our subgroups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Maintain SBAC proficiency at 3% points above or below 50% and/or improve "distance from standard" for ELA by at least one point.	Current schoolwide proficiency in ELA: 52% Socioeconomically disadvantaged proficiency in ELA: 52% Current schoolwide distance from standard in ELA: 6	Schoolwide proficiency in ELA: +/- 3% from 50% Socioeconomically disadvantaged proficiency in ELA: +/- 3% from 50% OR Schoolwide distance from standard: 5			Schoolwide proficiency in ELA: 53% Socioeconomically disadvantaged proficiency in ELA: 52% OR Schoolwide distance from standard: 8

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Materials	Teachers will implement standards-aligned curriculum and assessments. NHCS will purchase standards-aligned materials to support classroom instruction and assessments in the classroom.	\$631,007.75	No
2	Professional Learning for Teachers Prior to the School Year	NHCS will offer professional learning prior to the start of the school year as a means to support the implementation of standards for all students, with particular emphasis on low performing sub-groups.	\$50,000.00	Yes
3	Job-embedded Coaching and Data Analysis Support	NHCS will provide coaching support in standards-aligned instructional materials and instructional practices to ensure high-quality instruction. Coaching may include: observation/feedback, student data analysis, planning, and collaborative learning.	\$564,064.56	Yes
4	Professional Learning in Technology Integration	Teachers will receive professional learning to make the best use of technology in the classroom.	\$59,315.00	Yes

5	Professional Learning to Support Students with Disabilities	NHCS will provide professional learning to teachers, resource teachers, and teaching partners to support our co-teaching model and differentiate instruction for students.	\$266,283.63	No
6	Teaching Partners and Paraprofessionals in the Classroom	NHCS will provide more differentiated support in the classroom by including Teaching Partners and Paraprofessionals in each classroom for approximately 3-6 hours/day and an additional hour of intervention.	\$659,484.30	No
7	Summer School	NHCS will offer a summer school program for students below grade level to support increased learning in the standards.	\$81,250.00	Yes

## Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
2	Increase the percent of students who are achieving math CA common core standards at grade level based on internal measures or SBAC.

An explanation of why the LEA has developed this goal.

The CA common core standards require students to develop strong procedural knowledge of math as well as deep conceptual understanding of how to apply math concepts. While our students have improved their scores in math, we still need to increase our performance for all students in all subgroups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Maintain SBAC proficiency at 3% points above or below 48% and/or improve "distance from standard" for Math by at least one point.	Current schoolwide proficiency in Math: 50% Socioeconomically disadvantaged proficiency in Math: 50% Current schoolwide distance from standard in Math: -4	Schoolwide proficiency in Math: +/- 3% from 48% Socioeconomically disadvantaged proficiency in Math: +/- 3% from 48% Current schoolwide distance from standard in Math: -4			Schoolwide proficiency in Math: 52% Socioeconomically disadvantaged proficiency in Math: +/- 3% from 50% Current schoolwide distance from standard in Math: -1

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Curriculum and Assessments (repeated expenditure, Goal 1, Action 1)	Teachers will implement standards-aligned curriculum and assessments. NHCS will purchase standards-aligned materials to support classroom instruction and assessments in the classroom.	\$0.00	No
2	Professional Learning in Summer (repeated expenditure, Goal 1, Action 2)	NHCS will offer professional learning prior to the start of the school year as a means to support the implementation of standards for all students, with particular emphasis on low performing sub-groups.	\$0.00	Yes
3	Technology Integration (repeated expenditure, Goal 1, Action 4)	Teachers will receive professional learning to make the best use of technology in the classroom.	\$0.00	Yes
4	Professional Learning to Support Students with Disabilities (repeated expenditure, Goal 1, Action 5)	NHCS will provide professional learning to teachers, resource teachers, and teaching partners to support our co-teaching model and differentiate instruction for students.	\$0.00	No
5	Teaching Partners and Paraprofessionals (repeated expenditure, Goal 1, Action 6)	NHCS will provide more differentiated support in the classroom by including Teaching Partners and Paraprofessionals in each classroom for approximately 3-6 hours/day and an additional hour of intervention.	\$0.00	No
6	Summer School (repeated expenditure, Goal 1, Action 7)	NHCS will offer a summer school program for students below grade level to support increased learning in the standards.	\$0.00	Yes

7	Job-Embedded Coaching and Data Analysis Support	NHCS will provide coaching support in standards-aligned instructional materials and instructional practices to ensure high-quality instruction. Coaching may include: observation/feedback, student data analysis, planning, and collaborative learning.	\$33,300.00	Yes
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## Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
3	Increase students and parent engagement in school and parental understanding of the demands of the CA common core standards with emphasis on critical thinking, thoughtful speech, and thoughtful listening.

An explanation of why the LEA has developed this goal.

This goal signals the school's commitment to parent engagement, acknowledges the importance of good attendance, and assumes the interconnectedness of academic and social-emotional learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Attendance through ADA and chronic	ADA: 95% Chronic Absence: 10.1%	ADA: 95% or more Chronic Absence: 9.7% or			ADA: 95% or more Chronic Absence: 9% or less Parent Participation: 70%

absences. Parent Participation in 2 or more school events each year. Suspension Rates	Parent Participation: 65% Suspension Rates: 0-1%	less Parent Participation: 66% Suspension Rates: 0-1%			Suspension Rates: 0-1%
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Tracking	<p>The Student and Family Support Team will regularly analyze attendance data and work with parents to reduce absenteeism, continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year, provide personalized support to students/families with chronic absenteeism.</p> <p>review and improve systems for supporting families of students with chronic absenteeism, conduct home visits as needed to support student attendance at school, continue to educate/inform parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.</p>	\$27,124.48	No
2	Parent Coordinator Support	<p>The Parent Coordinator will design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school (including the continuation of a ZOOM meeting option for busy parents, communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.</p> <p>In addition, office staff will also support students and parents entering TK and Kindergarten from preschool by hosting Information Sessions during the school year to help families understand the expectations of elementary school. Prior to enrollment, pre-school parents are invited to an Orientation Session and staff makes visits to local Head Start centers to discuss expectations for TK/Kinder and our educational philosophy of support the whole child.</p>	\$91,735.50	No
3	Trauma-Informed Care	Teachers will use the training in trauma-informed stress reduction activities and/or growth mindset to increase students and parents abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.	\$170,722.10	Yes

4	Small, personalized classes	New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships. The small classes allow for differentiation in support of Low income, English learners, Foster and Homeless youth.	\$322,233.00	No
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## Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
4	Improve the academic performance of English Language Learners and support ELL students' reclassification.

An explanation of why the LEA has developed this goal.

English Language Learners under-perform on the state tests. Our goal is to continue to improve the instructional supports teachers provide to English Language Learners.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Reclassification Rates	Reclassification: 35.7	Reclassification: Higher			Reclassification: Higher than state or district for similar grades

SBAC Score/Distance from Standard for ELA	SBAC Score/Distance from Standard for ELA: -7	than state or district for similar grades			SBAC Score/Distance from Standard for ELA: -4
SBAC Score/Distance from Standard for Math	SBAC Score/Distance from Standard for Math: -16	SBAC Score/Distance from Standard for ELA: -6			SBAC Score/Distance from Standard for Math: -13
		SBAC Score/Distance from Standard for Math: -15			

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Oral Language Development	NHCS faculty will engage in analysis of students' oral language skills and planning for future English Language Development instruction to address English Language Learner needs.	\$167,561.00	Yes
2	Designated ELD Instruction	Teachers will receive support and resources to improve designated ELD instruction for all ELL students.	\$12,000.00	Yes
3	Improve Subgroup Data Analysis Tools	New Heights will implement new universal screening assessments to identify all students performing below grade level as early as possible. Also, New Heights will implement a new data platform to help analyze data by subgroup, triangulate data, see SEL and academic data in an integrated view, and engage in progress monitoring for all struggling groups, especially ELL students.	\$156,570.00	Yes
4	Hire Bilingual Staff for the Student and Family Support Team	New Heights will hire a bilingual member of the Student and Family Support Team to allow for an easier time translating sensitive information related to the school's social-emotional supports for students and their families, rather than relying on other staff to support translation.	\$37,582.00	Yes

## Goal Analysis 2021-2022

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

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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



Not applicable to this year's LCAP cycle.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.7%	\$1,215,012.00

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.

All of our students are considered low-income students, so all of these actions are designed to support their needs. As for students who are low-income as well as English learners and/or foster youth, we consider their needs a top priority. Goal #3 is aimed at foster youth and other students who may have attendance issues, concerns with parent engagement, or social-emotional needs. Goal #4 specifically addresses the needs of EL students for academic language, bilingual staff, effective designated ELD instruction, and strong ELA and math supports. We believe all of our actions will be effective in meeting the goals set for these students because we have seen the link between our personalized, small group instruction, ongoing high-quality professional development and continued attention to students' mental health and student success.

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 services for foster youth, English learners and low-income students are being increased in the following ways:

1. Increased support team at each grade level to provide for increased time in small groups to meet individual students' needs.
2. Increased time during summer school and better student-teacher ratio to allow for more individualized support in ELA and MATH.
3. Increased professional development hours to support teachers in ELA and MATH.
4. Improvement in the school's assessment and progress monitoring systems to help all sub-groups and students performing below grade level.
5. Improved systems and improved communication (bilingual) to support students and families with social-emotional issues and attendance challenges.

## Expenditure Tables

# Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,216,375.07	\$80,558.25		\$33,300.00	\$3,330,233.32	\$3,006,952.07	\$289,981.25

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Materials	All, Low Income, Student with Disabilities (SWD), Homeless, English learner (EL)	\$550,449.50	\$80,558.25		\$0.00	\$631,007.75
1	2	Professional Learning for Teachers Prior to the School Year	Foster Youth, Low Income, English learner (EL)	\$50,000.00				\$50,000.00
1	3	Job-embedded Coaching and Data Analysis Support	Foster Youth, Low Income, English learner (EL)	\$564,064.56			\$0.00	\$564,064.56
1	4	Professional Learning in Technology Integration	English learner (EL), Foster Youth, Low Income	\$59,315.00				\$59,315.00
1	5	Professional Learning to Support Students with Disabilities	Student with Disabilities (SWD)	\$266,283.63				\$266,283.63
1	6	Teaching Partners and Paraprofessionals in the Classroom	All	\$659,484.30				\$659,484.30
1	7	Summer School	Foster Youth, Low Income, English learner (EL)	\$81,250.00				\$81,250.00
2	1	Standards-Aligned Curriculum and Assessments (repeated expenditure, Goal 1, Action 1)	All					\$0.00
2	2	Professional Learning in	Foster Youth,					\$0.00

		Summer (repeated expenditure, Goal 1, Action 2)	English learner (EL), Low Income					
2	3	Technology Integration (repeated expenditure, Goal 1, Action 4)	English learner (EL), Foster Youth, Low Income					\$0.00
2	4	Professional Learning to Support Students with Disabilities (repeated expenditure, Goal 1, Action 5)	Student with Disabilities (SWD)					\$0.00
2	5	Teaching Partners and Paraprofessionals (repeated expenditure, Goal 1, Action 6)	Two or More Races, African-American, English learner (EL), Foster Youth, Hispanic or Latino, Homeless, Low Income, Student with Disabilities (SWD)					\$0.00
2	6	Summer School (repeated expenditure, Goal 1, Action 7)	Low Income, English learner (EL), Foster Youth					\$0.00
2	7	Job-Embedded Coaching and Data Analysis Support	English learner (EL), Foster Youth, Low Income				\$33,300.00	\$33,300.00
3	1	Attendance Tracking	All	\$27,124.48				\$27,124.48
3	2	Parent Coordinator Support	All	\$91,735.50				\$91,735.50
3	3	Trauma-Informed Care	Low Income	\$170,722.10				\$170,722.10
3	4	Small, personalized classes	Homeless, Foster Youth, Low Income, Student with Disabilities (SWD), English learner (EL)	\$322,233.00				\$322,233.00
4	1	Oral Language	English learner	\$167,561.00				\$167,561.00

		Development	(EL)					
4	2	Designated ELD Instruction	English learner (EL)	\$12,000.00				\$12,000.00
4	3	Improve Subgroup Data Analysis Tools	Low Income, English learner (EL)	\$156,570.00				\$156,570.00
4	4	Hire Bilingual Staff for the Student and Family Support Team	English learner (EL)	\$37,582.00				\$37,582.00

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,299,064.66	\$1,332,364.66
<b>LEA-wide Total:</b>		
<b>Limited Total:</b>		
<b>Schoolwide Total:</b>	\$1,299,064.66	\$1,332,364.66

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Learning for Teachers Prior to the School Year	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	\$50,000.00	\$50,000.00
1	3	Job-embedded Coaching and Data Analysis Support	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	\$564,064.56	\$564,064.56
1	4	Professional Learning in Technology Integration	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	\$59,315.00	\$59,315.00
1	7	Summer School	Schoolwide	Foster Youth, Low Income, English learner (EL)	All Schools	\$81,250.00	\$81,250.00
2	2	Professional Learning in Summer (repeated expenditure, Goal 1,	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,		\$0.00

		Action 2)					
2	3	Technology Integration (repeated expenditure, Goal 1, Action 4)	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools		\$0.00
2	6	Summer School (repeated expenditure, Goal 1, Action 7)	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools		\$0.00
2	7	Job-Embedded Coaching and Data Analysis Support	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools		\$33,300.00
3	3	Trauma-Informed Care	Schoolwide	Low Income	All Schools	\$170,722.10	\$170,722.10
4	1	Oral Language Development	Schoolwide	English learner (EL)	All Schools	\$167,561.00	\$167,561.00
4	2	Designated ELD Instruction	Schoolwide	English learner (EL)	All Schools	\$12,000.00	\$12,000.00
4	3	Improve Subgroup Data Analysis Tools	Schoolwide	Low Income, English learner (EL)	All Schools	\$156,570.00	\$156,570.00
4	4	Hire Bilingual Staff for the Student and Family Support Team	Schoolwide	English learner (EL)	All Schools	\$37,582.00	\$37,582.00

## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$33,300.00					

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Professional Learning for Teachers Prior to the School Year	\$0.00						\$50,000.00
1	3	Job-embedded Coaching and Data Analysis Support	\$0.00						\$564,064.56
2	7	Job-Embedded Coaching and Data Analysis Support	\$33,300.00						\$33,300.00

# Instructions

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*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).*

## Introduction and Instructions

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

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

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

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

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

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

The revised LCAP template for the 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 diverse stakeholders and the broader public.

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

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

## Stakeholder Engagement

### Purpose

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

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

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

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 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 2022-23:** 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 (2022-23)
Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2020–21</b> .

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

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