Local Control and Accountability Plan (LCAP)

2021 - 2022 | 2022 - 2023 | 2023-2024

Highland Academy Charter School

CDS Code: 33 669930127142

715 Wellwood Ave.
Beaumont, CA 92223

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Highland Academy Charter School
CDS Code:	33 66993 0127142
LEA Contact Information:	Name: Brent R. Bishop Position: Program Director Email: brentbishop@highland-academy.org Phone: (951) 266-0220
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	$2,923,158
LCFF Supplemental & Concentration Grants	$199,177
All Other State Funds	$568,272
All Local Funds	$0
All federal funds	$439,297
Total Projected Revenue	$3,930,727

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$3,774,524
Total Budgeted Expenditures in the LCAP	$1,482,860
Total Budgeted Expenditures for High Needs Students in the LCAP	$559,927
Expenditures not in the LCAP	$2,291,664

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$53,060
Actual Expenditures for High Needs Students in Learning Continuity Plan	$385,377

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$360,750
2020-21 Difference in Budgeted and Actual Expenditures	$332,317

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Administrative expenses and overhead costs

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Highland Academy Charter School

CDS Code: 33 66993 0127142

School Year: 2021-22

LEA contact information:
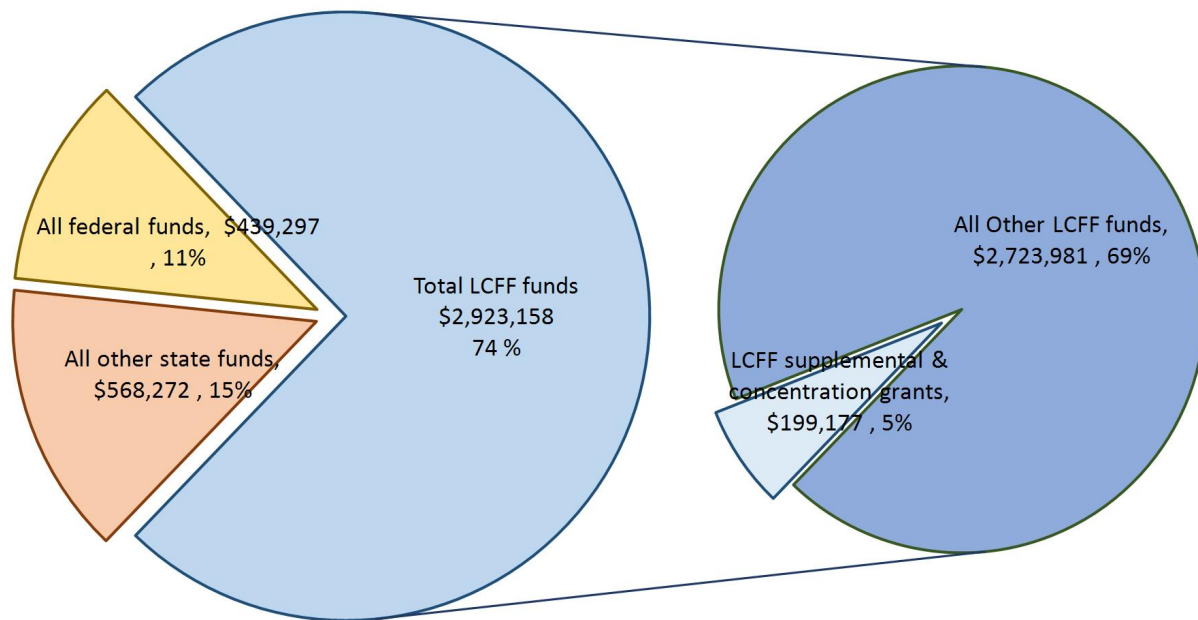
Brent R. Bishop

Program Director

brentbishop@highland-academy.org

(951) 266-0220

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

All federal funds, $439,297, 11%

All other state funds, $568,272, 15%

Total LCFF funds $2,923,158 74 %

All Other LCFF funds, $2,723,981 , 69%

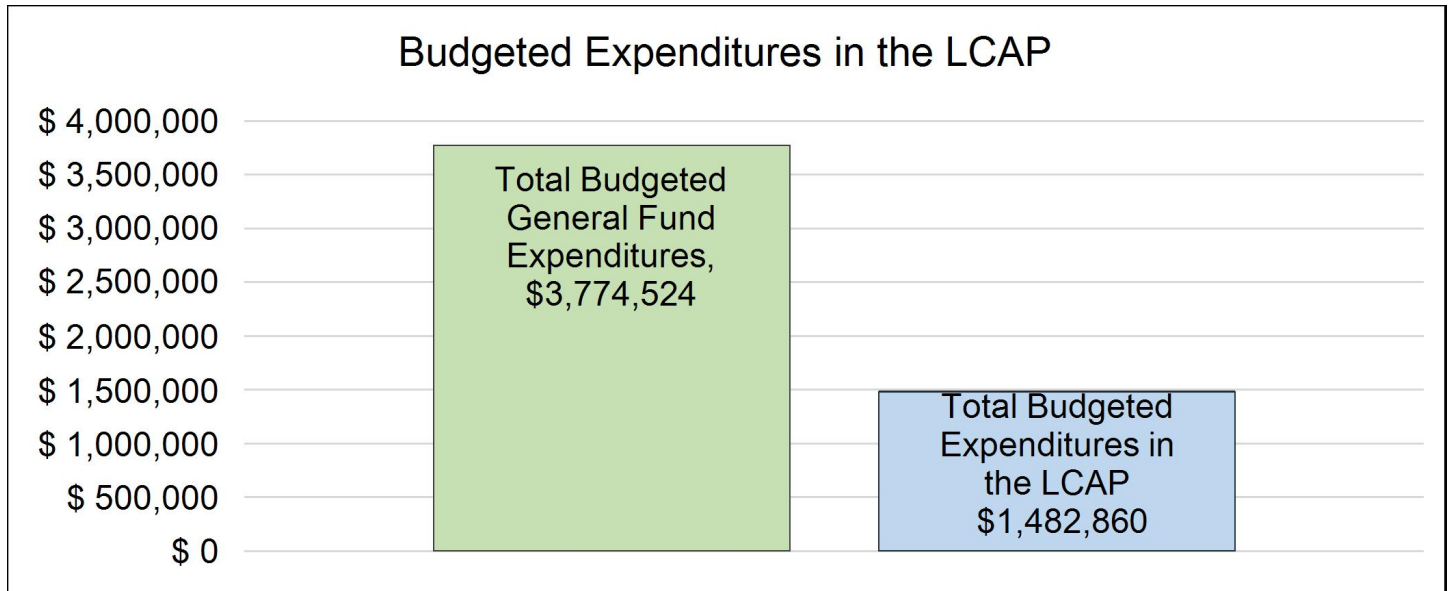LCFF supplemental & concentration grants, $199,177 , 5%

This chart shows the total general purpose revenue Highland Academy Charter School expects to receive in the coming year from all sources.

The total revenue projected for Highland Academy Charter School is $3,930,727, of which $2,923,158 is Local Control Funding Formula (LCFF), $568,272 is other state funds, $0 is local funds, and $439,297 is

federal funds. Of the $2,923,158 in LCFF Funds, $199,177 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,774,524	Total Budgeted Expenditures in the LCAP $1,482,860

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

Highland Academy Charter School plans to spend $3,774,524 for the 2021-22 school year. Of that amount, $1,482,860 is tied to actions/services in the LCAP and $2,291,664 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
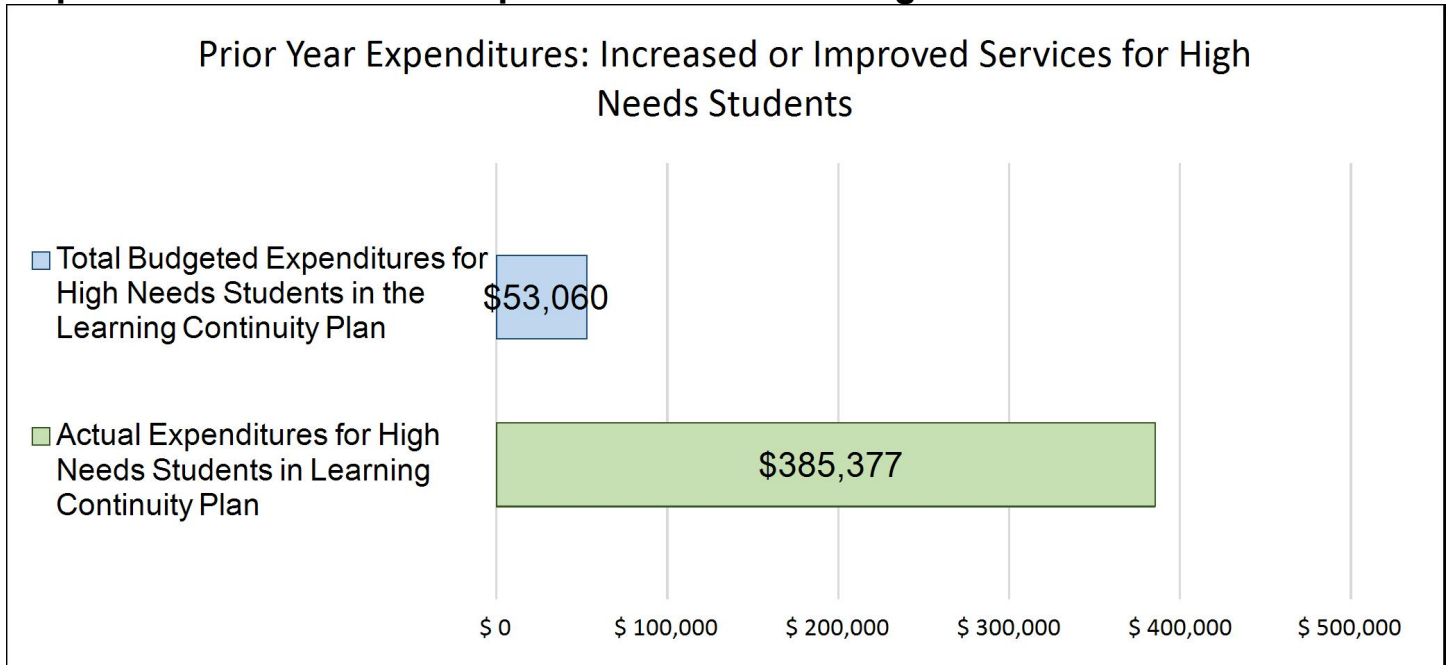
Administrative expenses and overhead costs

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

In 2021-22, Highland Academy Charter School is projecting it will receive $199,177 based on the enrollment of foster youth, English learner, and low-income students. Highland Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Highland Academy Charter School plans to spend $559,927 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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $53,060

Actual Expenditures for High Needs Students in Learning Continuity Plan: $385,377

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000

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

In 2020-21, Highland Academy Charter School's Learning Continuity Plan budgeted $53,060 for planned actions to increase or improve services for high needs students. Highland Academy Charter School actually spent $385,377 for actions to increase or improve services for high needs students in 2020-21.

Local Control 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
Highland Academy Charter School	Brent R. Bishop Program Director	brentbishop@highland-academy.org (951) 266-0220

Plan Summary [2021-22]

General Information

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

Highland Academy Charter School is a public charter school located in Riverside County that was founded in 2013. The school serves the students and families of Beaumont, CA and surrounding areas. Our school's motto is "Find Your Genius" and to that venture Highland Academy provides a flexible and innovative learning environment, centered around project-based learning (PBL), to effectively meet the needs of our students. While Highland Academy is constantly striving for academic excellence, we also place equal emphasis on developing students who will have the ability to go on to become lifelong learners and productive citizens of society.

Highland Academy has an enrollment of 340 TK-8 students. Currently, 75% (270) of our students are in 6-8 middle school, and 25% (90) of our students attend our elementary program. With eyes on increasing our elementary program capacity in the future, we want to be able to have each grade level, TK-5, in its own class and eliminate any combo classes.

Highland Academy's student population is presently comprised of:

African American - 3.6%
American Indian - 1.5%

Asian - 2.7%
Filipino - 0.3%
Hispanic - 43.8%
Pacific Islander - 0.6%
Two or More Races - 3%
White - 43.5%

6.8% of Highland Academy's students are English learners, 36.4% are Socioeconomically Disadvantaged, and 10.7% are students with disabilities. Beginning the 2021/2022 school year, Highland Academy has joined the EL Dorado SELPA to continue ensuring excellent educational opportunities for our special education students. Highland Academy currently employs 30 full-time and part-time certificated and classified staff who are passionate about helping all students find their genius.

As a California public charter school, we operate independently of any district. However, Highland Academy maintains a strong relationship with our authorizing district, Beaumont Unified. Beaumont USD honors parent choice in education and supports our innovative option for the community and we are grateful for their support.

Reflections: Successes

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

Data on the CA Dashboard shows academics at Highland Academy is trending upwards as our students have made progress on the CAASPP in both Language Arts and Math for 3 consecutive school years. The percentage of students meeting or exceeding standards are as follows:

Math
2018/19 - 28.76%
2017/18 - 26.84%
2016/17 - 23.02%

Language Arts
2018/19 - 50.33%
2017/18 - 48.41%
2016/17 - 43.40%

We also note that the majority of our significant subgroups saw growth from the previous year during this 3-year span in both subjects:

Socioeconomically Disadvantaged
2018/19 - 16.98% (Math), 41.51% (ELA)

2017/18 - 9.80% (Math), 35.29% (ELA)
2016/17 - 11.32% (Math), 30.19% (ELA)

Hispanic
2018/19 - 21.10% (Math), 44.53% (ELA)
2017/18 - 18.11% (Math), 40.15% (ELA)
2016/17 - 17.93% (Math), 40.57% (ELA)

White
2018/19 - 36.96% (Math), 56.52% (ELA)
2017/18 - 35.46% (Math), 53.52% (ELA)
2016/17 - 26.11% (Math), 44.88% (ELA)

California implemented a "hold harmless" attendance policy statewide for the 2020/2021 school year in the midst of the COVID-19 pandemic, however attendance continued to be a priority for Highland Academy. As of May 2021, attendance data shows Highland Academy with enrollment of 321 students and a 97.9% ADA for this school year. The CA Dashboard shows Highland Academy in the "Green" for Chronic Absenteeism with only 4.7% of our students absent 10% or more of instructional days they were enrolled.

50% of our English Learners made progress towards English language proficiency in the latest Dashboard data, slightly ahead of the state average of 48.3%.

Highland Academy also met the standards for all local indicators.

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.

Although our Math and Language Arts test scores have seen improvement for 3 consecutive years, they continue to lag behind the state averages, particularly in math. The CA dashboard shows Highland Academy in the "Orange" in Math, or 58.8 points below the standard (as opposed to 33.5 points below the standard for the state average). Math continues to be an area of focus for our school. Over the past three years, Highland Academy has hired two new Math teachers and we are excited about what these new faces will bring to our school! Highland Academy also sets money aside in its annual budget to have an Instructional Assistant present in each math class. These Math Instructional Assistants also offer tutoring for students during lunch and after school. Having another capable adult in each math class and providing these additional learning opportunities outside of class hours has been invaluable as we work together as a school community to make academic progress in this area.

Our school found Math to be a particular challenge to teach via Distance Learning during the 2020/2021 school year, due in large part to the hands on nature of the subject. Our school purchased Kiddom to go along with our Math curriculum, Open-Up Resources, to streamline the delivery of the curriculum and engage students at home over their Chromebooks.

The CA Dashboard also identifies Highland Academy's suspension rate at 8.4% as "red". With the return to in-person learning, Highland Academy will be able to continue its In-School Suspension (ISS) program and offer alternative's to suspension, where appropriate. Understanding that many of our students have likely experienced anxiety, depression, and/or trauma during the pandemic and could struggle with the transition back to in-person school, Highland Academy employees a Student Mentor who will monitor student social and emotional well-being, and also work with teachers to ensure our students are eased back into full time school and given the support they need. Highland Academy also employees a campus supervisor and two Elementary Instructional Assistants who help with student supervision and safety.

LCAP Highlights

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

Key features of this year's LCAP include three broad goals centered around welcoming our student's back to a safe, nurturing, and effective full-time educational environment that is responsive to their needs. Our LCAP also addresses the likely learning loss many of our students have experienced during the pandemic, particularly our at-risk students, and details our school's plan to address this challenge. Of particular note our school now has an EL Coordinator who has been assigned to support our English Learners, and we also have 4 Instructional Assistants who are assigned to support our most at-risk populations in the most challenging subject areas, most notably Math. We also understand that many of our students will need social and emotional support during this time of transition and recovery, and to that end our Student Mentor who will work with these students and their families.

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

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.

Highland Academy did its best to create a meaningful engagement process and solicited input from all our stakeholder groups, a fact made even more difficult and important because of the pandemic. Teachers collected input and feedback from students and parents on an ongoing basis. Surveys at the end of the first and second semesters were also sent out to our student, parent, and staff stakeholder groups to get their input. Surveys were administered over a multi-week window and the responses were analyzed and discussed in our Board Meetings and used in the development of this LCAP.

Teacher staff and collaboration meetings still took place as they normally would, albeit remotely over Zoom. The entire staff participated in a brainstorming activity to identify greatest areas of need and ideas for LCAP goals.

Students also able to participate on the LCAP process via ASB. The ASB president or assigned student attends all regular Board meetings and have a voice in the development of many things, including the LCAP.

Highland Academy maintains the ability to contact 100% of it's families by text, phone, or email through a group messaging system OneCallNow.

A summary of the feedback provided by specific stakeholder groups.

The feedback from stakeholder groups pointed to the need to continue to refine our academic interventions and supports for students, especially our at-risk groups. Parents/guardians expressed near universal appreciation to our teachers and staff who skillfully navigated distance learning together with their students. Although we survived distance learning and are proud of what we accomplished, the majority of stakeholders indicated they were ready to send their students back to in-person learning. We do have some students and families who are nervous about returning to school and Highland Academy will be working with these families to resolve any outstanding concerns to the extent that we can.

Highland Academy staff continues to indicate a willingness to execute a program as close to ideal as it can be for each of their individual students. School administration and members of the Board of continuously review the program and provide input and oversight to maintain the mission and vision of the charter.

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

In order for us to navigate distance learning, it quickly became apparent that we needed to upgrade our technology. This meant not only purchasing new Chromebooks to ensure all students had a device, but also making sure the newer units had sufficient specs so Zoom classes could be seamlessly accessed. Many of our older Chromebooks that we already had on hand had to be retired and replaced with

newer models because of issues supporting virtual classes. Moving forward, technology will continue to be a major focus for us, due in large part because of the flexibility it gives us.

Many of our stakeholders also expressed concerns about their student(s) returning to full time in-person school. Some parents noted the learning loss they have seen in their students and are concerned that their student will be behind when the school year starts. Others are concerned about their student emotionally or socially. Plans to address these concerns are addressed and interwoven in the goals and actions that follow.

Goals and Actions

Goal

Goal #	Description
1	Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

State Priorities: Basic Services (1), State Standards (2), Pupil Achievement (4), Course Access (7), Other Pupil Outcomes (8)

The school developed this far reaching goal to ensure that our classes and educational programs are staffed appropriately, that our campus is clean, safe and secure, that students have access to the instructional and technological tools they need to be successful, and so teachers and staff have access to resources and programs they need to grow professionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully Credentialed & Appropriately Assigned	2019-20 SARC: 100% fully credentialed 0% teaching outside subject area 0 Misassignments 0 Teacher Vacancies Local Indicator: Met				Maintain
CAASPP ELA - ALL students	50.33% Met or Exceeded Standard in 2019 2019 Dashboard 0.8 points below the standard				57.83% of students will meet or exceed ELA standards (average 2.5% growth per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math - ALL students	28.76% Met or Exceeded Standard in 2019 2019 Dashboard 58.8 points below the standard				36.25% of students will meet or exceed Math standards (average 2.5% growth per year)
Student Access to Curriculum	100% Student Access to Adopted Curriculum				Maintain
English Learner Progress	2019 Dashboard 50% of EL Students making progress towards proficiency				Increase percentage of EL students making progress towards proficiency to 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1	New Teacher Induction	Highland Academy will pay for all its first and second year teachers to participate weekly in the state teacher induction program.	$9,000.00	No
2	English Learner Coordinator	Highland Academy will provide a stipend and training to a certificated staff member to serve as the EL Coordinator. This person administers ELPAC testing, manages the reclassification process, monitors the progress of RFEP students, provides small group instruction for EL students, and collaborates with and provides professional development in integrated ELD supports for our teachers to ensure that English Learners receive effective daily ELD instruction across all grades and disciplines.	$3,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	i-Ready Implementation	Purchase and TK-8 implementation of i-Ready to monitor student progress in both Language Arts and Math from a verified data source.	$17,000.00	Yes
4	Highly Qualified Teachers	Employ and retain a highly qualified teaching staff. Ensure teachers are fully credentialed and appropriately assigned.	$1,034,510.00	No
5	Chromebooks & Technology Upgrades	Purchase sufficient Chromebooks to ensure that every student has access to one in each of their classes and can access the curriculum and materials being used. Having these Chromebooks on hand will also enable us to pivot back to distance-learning in unlikely the event that it became necessary again. The school will also begin equipping every classroom with an Interactive Flat Panel Display, purchasing 3 or 4 per year until all classrooms are equipped.	$93,000.00	No
6	Professional Development	Highland Academy will continue providing professional development opportunities for all its teachers. Trainings that focus on helping English Learners, students with disabilities, or students who are otherwise at-risk are prioritized. Where practical, virtual trainings will continue to be taken advantage of - which are usually much cheaper - to maximize professional development opportunities for our staff.	$20,000.00	Yes
7	Safe & Maintained Facilities	Ensure a clean, safe, and efficient learning environment for our students and staff.	$58,200.00	No
8	Instructional Assistants	Highland Academy will employ 4 instructional assistants. 1 IA will work exclusively with our elementary students. 1 IA will be our	$86,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		dedicated SAI aide and will work exclusively with our special education students. The other two IAs are focusing on Math and will provide support both in the classroom and tutoring outside of class hours for students who need additional help.		
9	Curriculum	Highland Academy will continue purchasing and implementing standards-based curriculum that aligns with our project-based learning (PBL) approach and provides multiple layers of differentiation to support both advanced and struggling students in their classes.	$28,600.00	No
10	SAI Specialist	Highland Academy will employ a SAI specialist to manage our school's IEP caseload, work with the special education students, and provide support.	$78,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	Increase levels of involvement and engagement across all stakeholder groups.

An explanation of why the LEA has developed this goal.

State Priorities: Parental Involvement (3), Pupil Engagement (5)

Highland Academy believes that academic success is most likely to occur when students, parents, and teachers are on the same page and working together. We value parent input and great effort is taken to solicit their feedback, both informally and formally. Given the uncertainty we are headed into in the wake of the COVID-19 pandemic, Highland Academy feels it is more important now then ever before to involve families in their student's education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	2020/21 ADA as of April 2021: 97.9%				Highland Academy will maintain an ADA of at least 95%
Chronic Absenteeism Rate	2019 CA Dashboard: 4.7% of HACS students identified as Chronically Absent ("green")				Maintain a chronically absent student percentage below 5%
Participation	Increased attendance as measured by attendance sheets, head counts, and observations				Increased parent and student attendance at school activities, sporting events, PTO meetings, and Board meetings, from the proceeding year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Enrollment	2020/21 Enrollment as of April 2021: 321				Highland Academy will maintain an enrollment of at least 330 students (an average 3 student increase per year)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology - Group Messaging	Highland Academy will be able to contact 100% of our families via text, email, or phone call through OneCallNow or similar group messaging service.	$1,000.00	No
2	Technology - Website and social media	Continued development of our school's website highland-academy.org and social media presence to provide resources and communicate events and important information to our families.	$500.00	No
3	Technology - Zoom and virtual meetings	Continued use of Zoom for trainings and meetings, where appropriate. It is anticipated that most teachers will be able to use a free account, as most their use will come in under the 40 minute threshold. However a Zoom Pro account will be purchased for our administrators and our SAI Specialist who may need hold IEPs over Zoom.	$600.00	No
4	Stakeholder Feedback	Highland Academy will continue to solicit feedback from all stakeholder groups by releasing surveys at least 2 times per year at the end of each semester. Fortunately we are able to complete this action using the Google tools we already use, negating the need for additional expenses.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5	Technology - Student Information System	Attendance data on our student information system PowerSchool will be checked monthly to identify students who at-risk of becoming chronically absent and our school's attendance policy will be implemented to support these students.	$7,800.00	No
6	English Language Learner Support	Parent nights for our English Learner families will be organized and held 2 times per year by our school's EL Coordinator, meetings to be held at the beginning of each semester.	$500.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	All students will have access to a multi-tiered system of behavioral and emotional supports that will ease their transition back into full-time, in-person learning.

An explanation of why the LEA has developed this goal.
State Priorities: Pupil Engagement (5), School Climate (6) We just survived a pandemic. Many of our staff and students experienced significant trauma and loss during this time. It is only natural to assume that some are going to struggle with the transition back to full-time in-person learning. While schools unfortunately have the misfortune of helping students through the grieving process from time to time, this will be on a scale and in a form never seen before. We plan on offering the following supports, while also maintaining maximum flexibility if it becomes necessary to pivot mid-year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019 Dashboard - 8.4% of students were suspended at least once during the school year.				No more than 5.4% of our students will be suspended during the school year, which would represent a 1% decrease each year.
Chronic Absenteeism Rate	2019 Dashboard - 4.7% of students were chronically absent				Maintain a chronic absenteeism rate below 5%
Attendance Rate	2020/21 ADA as of April 2021: 97.9%				Maintain an ADA of at least 95%
LCAP Survey Response	86.3% of parents answered favorably on the 2020/21 LCAP survey regarding our				Maintain at least a favorable response percentage of 85% on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	school's response to the COVID-19 pandemic and Distance Learning.				the annual LCAP survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Mentor	Highland Academy will employ a Student Mentor 20 hours weekly to work with students who are struggling emotionally, socially, or behaviorally with the transition back to in-person learning.	$28,600.00	No
2	Multi-tiered system of support	Highland Academy will continue to refine a multitiered system of support at each tier of support: universal, targeted, and intensive. No additional costs should be required as this program has already been implemented and we have the resources on hand.		No
3	Alternatives to suspension	Where appropriate, Highland Academy administration will offer alternatives to suspension for consequences, with a particular focus on Restorative Justice and allowing students the opportunities to fix and learn from their mistakes.	$1,300.00	No
4	School Events and Activities	Highland Academy will continue to offer school events and activities for both students and their families. Activities will be strategically scheduled to ensure maximum participation for those who want to attend.	$15,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update 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.

Analysis of the 2021-22 goals will occur during the 2022-23 update 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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.9%	$413,717

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

Required Descriptions

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

The COVID-19 pandemic has affected all of our students to some degree, with some experiencing an incredible amount of trauma and loss. Many of our low-income families struggled to suddenly become their student's learning coach while at the same time balancing financial, transiency, social-emotional and health issues, which were on the rise due to the pandemic. We recognize in the wake of the pandemic that our foster youth, English Learners, and students from poverty are the most likely to need support at this time, and often the least likely to seek it out. Highland Academy's goal moving forward is to ease this vulnerable student population back into in-person learning providing as many emotional, social, and academic supports as they will need. Our Student Mentor, while given the responsibility to work with all students, is specifically tasked with monitoring the attendance, grades, and behavior of these at-risk students, involving the parents when appropriate, and providing resources and supports as proactively as our learning community can. The student mentor will also be involved in the professional development process and collaborate with staff to ensure they have the information and tools they need to help these at-risk students.

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

Utilizing resources and supports outlined above along with existing instructional support staff allows Highland Academy to keep class sizes small and continue customizing instruction and support for our unduplicated student population. In addition to the services provided to all students, Highland Academy foster youth, English learners, and low-income students receive the following additional services/support:
- Additional academic support in the form of tutoring, small-group instruction, and placement in the Academic Improvement Program (AIP)
- Mobile Internet access

- Ongoing targeted instructional support for foster youth, English Learners, and low-income students based on formative assessment;
- EL Coordinator will provide additional training for staff
- EL Coordinator will monitor EL student academic progress and provide English Learners with targeted instruction.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$1,479,610.00			$3,250.00	$1,482,860.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,262,160.00	$220,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	New Teacher Induction	$9,000.00				$9,000.00
1	2	English Learners Foster Youth Low Income	English Learner Coordinator				$3,250.00	$3,250.00
1	3	English Learners Foster Youth Low Income	i-Ready Implementation	$17,000.00				$17,000.00
1	4	All	Highly Qualified Teachers	$1,034,510.00				$1,034,510.00
1	5	All	Chromebooks & Technology Upgrades	$93,000.00				$93,000.00
1	6	English Learners Foster Youth Low Income	Professional Development	$20,000.00				$20,000.00
1	7	All	Safe & Maintained Facilities	$58,200.00				$58,200.00
1	8	English Learners Foster Youth Low Income	Instructional Assistants	$86,000.00				$86,000.00
1	9	All	Curriculum	$28,600.00				$28,600.00
1	10	Students with Disabilities	SAI Specialist	$78,000.00				$78,000.00
2	1	All	Technology - Group Messaging	$1,000.00				$1,000.00
2	2	All	Technology - Website and social media	$500.00				$500.00
2	3	All	Technology - Zoom and virtual meetings	$600.00				$600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Stakeholder Feedback					$0.00
2	5	All	Technology - Student Information System	$7,800.00				$7,800.00
2	6	English Learners	English Language Learner Support	$500.00				$500.00
3	1	All	Student Mentor	$28,600.00				$28,600.00
3	2	All	Multi-tiered system of support					
3	3	All	Alternatives to suspension	$1,300.00				$1,300.00
3	4	All	School Events and Activities	$15,000.00				$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$123,500.00	$126,750.00
LEA-wide Total:	$123,000.00	$123,000.00
Limited Total:	$500.00	$3,750.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	English Learner Coordinator	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$3,250.00
1	3	i-Ready Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	$17,000.00
1	6	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	8	Instructional Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,000.00	$86,000.00
2	6	English Language Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	$500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.

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

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

LEA Name	Contact Name and Title	Email and Phone
Highland Academy Charter School	Brent R. Bishop Program Director	brentbishop@highland-academy.org (951) 266-0220

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

Highland Academy Charter School will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC assessments, school assessments, student work, percentage of work completed **19-20** The percentage of students who demonstrate grade-level proficiency in ELA and Math will increase by 5%. **Baseline** 43.40% of our students were proficient in Language Arts and 23.02% in Math on the 2016/2017 SBAC.	The most recent CAASPP data for 2018/2019 shows 50.33% of our students proficient in ELA and 28.76% proficient in math. While these percentages fall short of our annual 5% growth target, we remain encouraged by the 1.92% growth we saw in ELA and the 1.96% growth we saw in Math between the 2017/2018 and 2018/2019 academic years. Overall, academic data is trending upwards as we have seen growth in both Math and Language Arts on the CAASPP for three consecutive academic years. Note: Due to COVID, there is no CAASPP data for the 2019/2020 school year.

Expected	Actual
	ELA Percent of students within each achievement level 16.67% Standard Exceeded (LEVEL 4) 33.66% Standard Met (LEVEL 3) **50.33%** Met or Exceeded *Standard for ELA* 22.88% Standard Not Met (LEVEL 1) 26.80% Standard Nearly Met (LEVEL 2) **Mathematics** Percent of students within each achievement level 19.61% Standard Met (LEVEL 3) 9.15% Standard Exceeded (LEVEL 4) **28.76%** Met or Exceeded *Standard for Math* 30.39% Standard Nearly Met (LEVEL 2) 40.85% Standard Not Met (LEVEL 1)
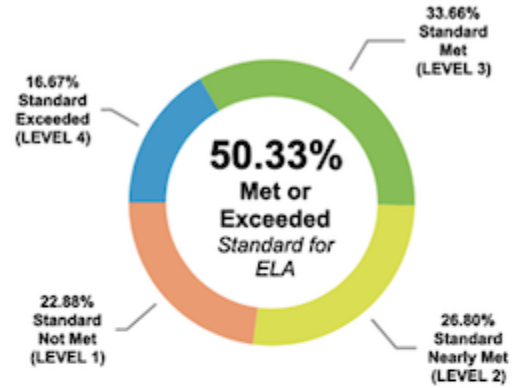
Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide access to effective Common Core aligned curriculum and supplemental materials in Language Arts and Math. Supplemental materials include: • DIBELS • IXL • Edulastic • Others as decided upon by staff and administration.	4000-4999: Books And Supplies General Fund $31,325	4000-4999: Books And Supplies General Fund $38,166
Provide staff members with research-proven professional development opportunities twice a month. Professional Development at Highland Academy will focus on: (1) Project-based learning (2) Student engagement (3) Classroom management (4) Depth of Knowledge (5) Other areas of emphasis as determined by the Board and administration.	5000-5999: Services And Other Operating Expenditures General Fund $15,000	5000-5999: Services And Other Operating Expenditures General Fund $15,557
Provide tutoring and additional resources as needed for struggling students. Additionally this year, a part-time instructional assistant will be present in math classes to assist teachers and provide one-on-one and small group support for students who need it.	1000-1999: Certificated Personnel Salaries General Fund $35,955	1000-1999: Certificated Personnel Salaries General Fund $35,399
Create and Administer Language Arts and Math Benchmark Assessments that will provide data that will direct teacher instruction and interventions during the school year. This service will be provided by Edulastic.	4000-4999: Books And Supplies General Fund $5,566	4000-4999: Books And Supplies $1,360
Provide instructional support classes (Study Hall, SOAR elective class, and extracurricular activities) to assist at-risk students.	1000-1999: Certificated Personnel Salaries General Fund $11,495	1000-1999: Certificated Personnel Salaries General Fund $0

Goal Analysis

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

Our in-person instructional support classes were not offered because of the pandemic and subsequent campus closure. Our school adopted Zoom as our distance learning platform which enabled us to provide tutoring and study hall for our at-risk students in a virtual format.

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

DIBELS, IXL, NEWSELA, and Edulastic were all programs we were planning on using prior to the school's closure. Due to the online nature of these programs, we were able to continue using them to support our distance learning program in the areas of instruction, remediation, and assessment. Mathematics quickly proved to be a challenge to many of our students, in large part because of the hands-on nature on the discipline. To support our students in distance learning Math, our school purchased Kiddom - an online assignment, grading, and communication program - which gave our math teachers and students the tools they needed to be successful remotely. In all, we found that because our school was already heavily focused on technology prior to pandemic, the transition to distance learning was seamless.

Goal 2

Hire, appropriately assign and compensate highly qualified certificated staff

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator HR data, CALPADS report, SARC, PowerSchool (Student Information System) **19-20** All students will receive instruction from a fully credentialed and appropriately assigned teaching staff. **Baseline** All teachers teaching academic classes will be highly qualified and fully credentialed.	All Highland Academy teachers are fully credentialed and appropriately assigned.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21
With Full Credential	17	18	18
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire, appropriately assign and compensate highly qualified certificated staff. Track credentials through the California Commission on Teacher Credentialing website.	1000-1999: Certificated Personnel Salaries General Fund $895,629	1000-1999: Certificated Personnel Salaries General Fund $1,225,915

Goal Analysis

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

All actions/services were implemented

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

When Highland Academy returned to in-person learning in April of 2021, many of our students opted to stay home for the remainder of the school year. This necessitated hiring two distance learning teachers - one for elementary and one for middle school - to manage these students. These unexpected - but necessary- short term hires account for a bulk of the overage observed in Actual Expenditures.

Note: The one "misassignment" indicated in the chart above for 2020/2021 school year has been rectified as of the writing of this LCAP. Highland Academy currently has no teacher misassignments.

Goal 3

Students will have 1:1 access to Chromebooks in all of their classes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC, Parent and Teacher Surveys, site review **19-20** All students will have access to necessary technology in each of their classes **Baseline** 1:1 Chromebooks in each class.for each student	Highland Academy has continued to maintain 1:1 student access to Chromebooks in every class.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1:1 Chromebook use for all students	Maintain 1:1 Chromebooks in each class; Replace or repair when needed 4000-4999: Books And Supplies General Fund $21,718	4000-4999: Books And Supplies General Fund $37,326

Goal Analysis

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

All actions/services were implemented.

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

With the school's closure due to COVID, we broke down all our class sets campus wide and checked out the individual Chromebooks to our students who would be attending Zoom classes from home. The school has been able to keep a functioning device in every student's possession during the pandemic. Our increased reliance on Chromebooks during COVID necessitated replacing older models more quickly than originally planned, hence why the school's actual expenditures in this area are higher than originally projected.

Goal 4

Provide and maintain safe facilities for learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC report, Maintenance and Facilities review **19-20** Site will maintain satisfactory condition or better on the facility survey. **Baseline** Keep the school site in safe and functional condition for our learning community.	All systems inspected at our campus, but one, received a "Good" rating on the most recent Facilities review.

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good
Overall Rating	Good

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing maintenance, equipment, repairs, and supplies	5000-5999: Services And Other Operating Expenditures General Fund $7,541	5000-5999: Services And Other Operating Expenditures General Fund $2,654
Provide support staff (grounds keeping, custodial)	5000-5999: Services And Other Operating Expenditures General Fund $48,128	5000-5999: Services And Other Operating Expenditures General Fund $53,379

Goal Analysis

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

All actions and services were implemented, although our maintenance and repair costs were less than anticipated due to not having students on campus for the majority of the school year. This savings was able to cover the custodial overages resulting from the increased cleaning and sanitation on campus.

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

Even with no students on campus for the bulk of the year, our custodial and grounds keeping staff continued to keep campus clean and functioning. Our enhanced cleaning and sanitation procedures that occurred prior to returning to in-person learning in April 2021 resulted in increased expenditures that are offset by the savings in fewer repairs and maintenance costs this year.

Goal 5

Facilitate parent involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC, tracking/survey, website traffic data **19-20** Increased participation in on site activities, traffic on our website and social media platforms, and other online communications **Baseline** Important school events will be attended by a majority of our families.	The pandemic eliminated any possibility for in-person activities for the majority of the year, however we were able to continue to reach 100% of our families through our messaging service OneCallNow. This, coupled with our school's adoption of Zoom as our distance learning platform, enabled us to offer many events and activities that we traditionally would hold in a normal year, albeit in modified form (back-to-school night, talent show, Find Your Genius Night, among others). School Board meetings also remain open to the public via Zoom, and our attendance has actually increased during the pandemic as people now have the option to attend virtually.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Open invitations to meetings and other campus events by email, posting on Facebook and Twitter, posting on the website, and through news media.	5000-5999: Services And Other Operating Expenditures General Fund $484	5000-5999: Services And Other Operating Expenditures General Fund $725

Goal Analysis

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

All actions and services for this goal were implemented to the furthest extent possible.

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

With distance learning and all school business being done over Zoom, we knew this academic year would be a challenge. From the outset, we prioritized regularly communicating with our families via text, email, and phone to ensure that everybody was on the same page and no students fell through the cracks. In addition to using OneCallNow, we also added communication tools to our social media pages and website giving our families more ways to connect with us. Additionally at the classroom level all teachers used Remind to communicate with their families.

Goal 6

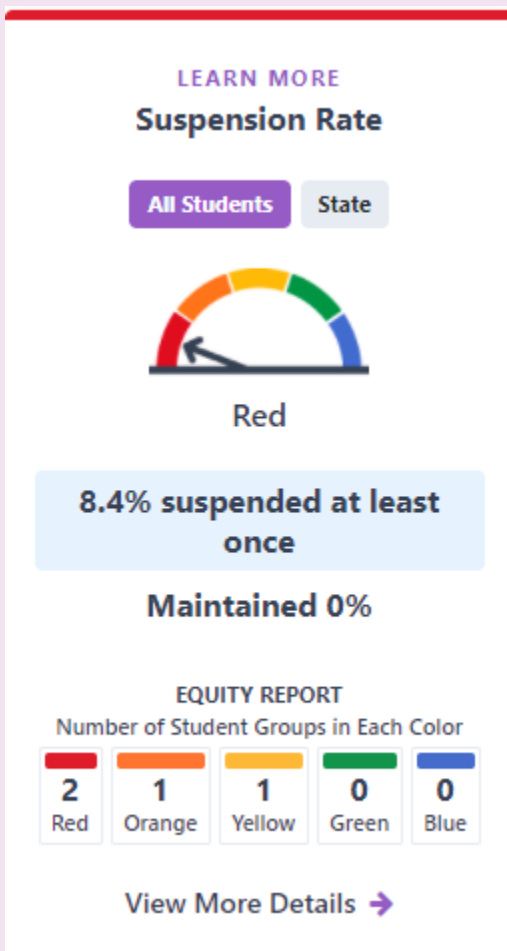Reduce the number of student suspensions and expulsions

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PowerSchool discipline reports, SARC, California School Dashboard **19-20** Reduction in suspension and expulsion rates **Baseline** The percentage of student suspensions will be reduced annually.	The 2019 California School Dashboard indicated that 8.4% of our student population was suspended at least once putting us in the "Red". This represents a 3% improvement from our 11.3% suspension rates in both 2018 and 2017. Note: Due to the pandemic, there is no 2020 suspension data.

Expected	Actual
	LEARN MORE **Suspension Rate** All Students	State Red 8.4% suspended at least once Maintained 0% EQUITY REPORT Number of Student Groups in Each Color 2 Red 1 Orange 1 Yellow 0 Green 0 Blue View More Details →

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize In-School Suspension (ISS) in lieu of OSS when possible and continue implementing Restorative Justice (PBIS) as another layer of the school's discipline matrix.	5000-5999: Services And Other Operating Expenditures General Fund $2,420.00	5000-5999: Services And Other Operating Expenditures General Fund $0
Behavior contracts and bi-monthly check-ins by an administrator or the student mentor with students who have been suspended from school.	2000-2999: Classified Personnel Salaries General Fund $2,420.00	2000-2999: Classified Personnel Salaries General Fund $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase student supervision during breaks and lunches	2000-2999: Classified Personnel Salaries General Fund $10,890.00	2000-2999: Classified Personnel Salaries General Fund $10,890

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 money that was not spent on ISS and other behavior interventions was used to purchase Chromebooks.

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

Due to students not being on campus behavior issues this year were few and far between, and when they did happen, they were of a different nature than what we are use to seeing. Consequences that one would typically see in a traditional school setting just did not fit or were not appropriate in a distance learning setting. Discipline - both at the classroom and school level - was dealt with on a case-by-case basis with opportunities for students to learn and grow from their actions being given precedence.

Goal 7

Ensure a high rate of student attendance

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PowerSchool attendance report, SARC **19-20** Maintain an ADA of 95% or higher. **Baseline** Highland Academy will maintain an ADA of at least 95%	During the 2020/2021 school year, Highland Academy has maintained a 97% attendance rate.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide students with various attendance incentives and awards.	4000-4999: Books And Supplies General Fund $500	4000-4999: Books And Supplies General Fund $577
Have attendance assemblies to recognize exceptional attendance of individual students.	4000-4999: Books And Supplies General Fund $500	4000-4999: Books And Supplies General Fund $0

Goal Analysis

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

We did not have attendance assemblies because of the pandemic. We were able to purchase additional needed Chromebooks with the $500 savings.

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

Highland Academy continued to recognize extraordinary student attendance and grades by mailing certificates home and hosting various Zoom events to recognize these students. Also with the return to in-person learning in April 2021, we were able to have one Awards Ceremony in-person at the end of the year where these accomplishments were also celebrated.

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
Installation of hand sanitizing stations in high traffic areas throughout campus. Stock each classroom/office with cleaning, sanitizing, and personal protective equipment. Purchase of 3 no-touch thermometers. Paint and/or decals on ground outside to promote physical distancing	$10,500	$13,791	No
Academic Improvement Program (AIP) - Friday small group help for every subject	$2,700	$0	Yes
Instructional Aides in Math classes to assist teacher and students	$28,500	$35,400	Yes
Increased cleaning/disinfecting on campus	$5,000	$13,790	No

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.

Our Academic Improvement Program (AIP) was discontinued this school year due to distance learning and was replaced by Friday Zoom tutoring.

Analysis of In-Person Instructional Offerings

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

When Highland Academy reopened for in-person learning in April 2021 following Spring Break, 77% of our students opted to return. We offered an in-person hybrid program to limit the amount of students on campus at any one time and promote physical distancing. The days that students attended campus were full school days and students followed their schedule, meeting with all their teachers as they typically would. On the "off days" that students stayed at home, teachers posted asynchronous work online for students to complete independently.

Prior to reopening, Highland Academy staff received training in new COVID and safety protocols to ensure that when we finally reopened our doors to the public, they would be able to remain open.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom Pro account for each teacher.	$2,998	$2,998	No
Upgrade 10 staff computers	$10,942	$11,969	No
Upgrade school's Wifi network to address increased bandwidth needs	$31,817	$31,817	No
Purchase of additional student Chromebooks	$35,646	$35,646	No
Purchase of WiFi Hotspots	$3,600	$3,600	No
Purchase and implementation of remedial educational programs to support students who have experienced learning loss due to the pandemic or are struggling with the distance learning format: NEWSELA, IXL, DIBELS, Freckle, Lexia, and Kiddum (these programs will be used for both distance learning and in-person instruction)	$20,500	$20,500	Yes

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 is a $1000 variance in the amount we spent on teacher's computers and this is due to having to replace one of our existing devices sooner than planned.

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.

Our distance learning program featured many of the same core elements one would observe in our regular in-person program, including the same curriculum, class schedule, remediation and interventions we had already planned on offering pre-COVID. Highland Academy adopted Zoom as our school's distance learning platform and purchased Pro accounts for all teachers to virtually conduct their classes and tutoring sessions. Staff trainings on how to effectively and securely use Zoom were conducted various times

throughout the year as we gained experience and as the platform was updated.

All students had Chromebooks checked-out to them during a Drive-Thru Orientation on August 3-4, 2020. During the course of the 2020/2021 school year, Highland Academy had to purchase roughly 170 Chromebooks to replace some of our older models. We found very early on that some of our older Chromebooks were slower and would not allow students to actively participate in Zoom classes due to video and/or audio issues This necessitated us purchasing new Chromebooks to replace the problematic ones. Our school also partnered with T-Mobile for Education to give students with connectivity issues at home a WiFi Hotspot. Over the course of the year we had 20 students check-out a hotspot in order to access their classes.

Our SAI Teacher and Instructional Assistant attended Zoom classes with the students on their caseload to provide additional support and ensure that accommodations were being met to the fullest extent feasible. When necessary during a class, breakout groups were often be formed so these particular students could receive more intensive small group assistance. Understanding the difficult nature of math, our school also offered daily Math Tutoring outside of class hours available to everyone and all our teachers had "office hours" on Fridays and any student who was failing their class was required to attend.

While the pandemic has brought a tremendous deal of uncertainty and novel circumstances, necessitating at times multiple iterations of plans, most staff responsibilities have stayed the same. Of particular note:

- While teacher responsibilities remain unchanged, all instruction and professional development pivoted to virtual. Teachers have also been required to have Zoom tutoring office hours on Fridays
- Our Instructional assistants were responsible for attending Zoom academic classes, along with the teacher and students, and assisting both when needed.
- While campus was closed, we re-assigned our campus supervisor to assist and provide support in Zoom classes along with our Instructional Assistants, with a special focus on our elementary program. When we came back to in-person learning in April of 2021 she has resumed her primary job responsibility of student supervision on campus.
- All meetings - IEP, 504, Board, parent, retention, professional development, and staff, among others - continued to be held and attended as they would during a typical academic year, albeit virtually on Zoom. We note with excitement that many these meetings were better attended than previously due to the ease in attending virtually. While many situations will continue to require in-person attendance from parents, we do plan on taking the lessons from this year and using Zoom where appropriate moving forward.

When Highland Academy reopened for in-person learning in April 2021 following Spring Break, 23% of our students opted to remain on distance learning. Our school hired two distance learning teachers, one for elementary and one for middle school, for the remainder of the school year to work with these students over Zoom and to ensure academic progress continued being made.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Subscription to Edulastic to administer benchmark assessments schoolwide	$1,360	$1,360	Yes

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.

All planned and budgeted actions were implemented.

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.

Highland Academy's plan to minimize and mitigate any potential learning loss that occurred with our students during the extended school closure was as follows:

(1) At the beginning of the year teacher's gave an initial diagnostic assessment to students in Math and Language Arts using DIBELS (K-3) or Edulastic (4-8) to determine current student levels. All specific areas of significant concern or decline were identified.
(2) Teacher collaboration, professional development, and classroom instruction moving forward for the year emphasized the greatest areas of universal learning loss and the at-risk students identified in the initial assessments.
(3) Intensive academic interventions and programs, particularly IXL, small group Zoom instruction, and tutoring were provided for students who had significant academic gaps identified on the diagnostic assessments.
(4) A uniform system of student benchmark assessments and monitoring was implemented to track student progress and guide teacher instruction. Assessments were given 3-4 times per semester.
(5) Results of benchmark assessments, in addition to student grades and attendance, were analyzed in professional learning groups over Zoom. Learning groups met at least once a month.

Our internal benchmark assessment data this year shows the majority of our students continuing to make academic progress towards grade level standards, although at a slower pace. Going at a slower pace this year may necessitate backtracking and beginning next school year reviewing some of the previous years' standards and content.

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.

We purchased a Pro Zoom account for our Student Mentor and made her office hours and Zoom information available to our parents and students. Additionally during the year we monitored students by observing Zoom classes, consulting with teachers, and reviewing student grades and weekly attendance. A plan created by our school for students who were deemed at-risk:
(1) Verification of current contact information
(2) Outreach from the school to determine student needs including connection with health and social services as necessary and when feasible.
(3) Arrange reoccurring meeting time with Student Mentor over Zoom. To be done as frequently as needed.
(4) Adjustment of student's elective class to a study period, supervised by the Student Mentor, to provide emotional and academic support as needed.

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.

California's compulsory education laws and our school's retention policy continued to apply during this pandemic year and Highland Academy took great strides to communicate this and work with families to find solutions for students who were struggling academically or with attendance. The school adopted the following tiered reengagement strategy for students who were chronically absent and/or in danger of retention:

(1) Verification of current contact information for each enrolled student
(2) Daily notification to parents or guardians of absences; Weekly notification of failing grades
(3) Attendance required at weekly Zoom tutoring sessions.
(4) Outreach from the school to determine student needs including connection with health and social services as necessary and when feasible.
(5) Changing a student's elective class to a study period, supervised by staff, to ensure academic progress is being made.
(6) Administrative in-home visits

Analysis of School Nutrition

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

Highland Academy continued contracting with Revolution Foods to provide meals for our students during distance learning. Food was delivered on Mondays and Wednesdays and parents were given a window on these days to drive-thru and pick up their food.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	No

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.

N/A

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.

One of the key take aways from the COVID-19 pandemic is that in all things we do as a school, from the curriculum that we purchase to the programs that we offer, flexibility is key! Highland Academy was able to successfully navigate the pandemic because the tools and technology we already had in place, or were able to quickly acquire, allowed us the ability to do so. Moving forward, this will be a key consideration any time we make major purchases.

We also discovered that Chromebooks and Google's Workspace For Education gave our students and teachers the "horsepower" they needed to successfully navigate distance learning. Coming in an a much lower price point than other alternatives and happy with our experience with them, Chromebooks appear to provide our school with an affordable, viable option for our technology needs moving forward. Highland Academy will continue to focus on getting Chromebooks with adequate specs into the hands of our students in all classes and ensuring that the curriculum, programs, and technology invested in by our school are compatible with Google.

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

Understanding that many of our students have likely experienced trauma and learning loss during the pandemic, consistently assessing student progress and providing effective remediation will be of paramount importance. School administration and Board has already approved the purchase of i-Ready, a K-8 universal diagnostic and assessment tool, that we will be implementing universally campus wide. These assessments, in conjunction with the tutoring, our weekly Academic Improvement Program (AIP), designation of an EL Coordinator, and other planned interventions are all being planned to address these concerns.

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 was no substantive difference between actions or services identified and those provide.

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.

A tremendous amount has been learned during this pandemic that has spanned the majority of last school year and a considerable portion of the previous one before that as well. Some of the repercussions from the pandemic are known and visible and we have already started making plans to address and support our students, for example the learning loss we have seen. We hope we have mitigated many possible issues through quick actions and adjustments made by teachers and staff who met the challenge early on. Some of the consequences we fear, however, may not be fully understood until the dust has settled and we are further removed from this difficult time. That is why it is imperative that Highland Academy remains proactive and flexible in its approach, because in a very real sense, we don't know the full picture of what our students are going to need down the road.

Having persisted through the COVID-19 pandemic, Highland Academy is much better prepared than ever before and events like this will not be called unprecedented again. If a similar campus closure and/or distance learning situation were to become necessary, because of COVID or another safety concern, we now have plans and procedures in place to quickly pivot to distance learning and minimize disruption to learning for our students. We also have plans and procedures in place swiftly return to in-person learning.

The universal implementation and proficient use of technology all year long was remarkable. Students and staff learned new skills and advanced their capabilities. This enhanced use and application of technology this year, and the experience we gained from it, will continue to impact how Highland Academy educates its students and uses technology moving forward.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

    o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,089,571.00	1,421,948.00
	0.00	1,360.00
General Fund	1,089,571.00	1,420,588.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,089,571.00	1,421,948.00
1000-1999: Certificated Personnel Salaries	943,079.00	1,261,314.00
2000-2999: Classified Personnel Salaries	13,310.00	10,890.00
4000-4999: Books And Supplies	59,609.00	77,429.00
5000-5999: Services And Other Operating Expenditures	73,573.00	72,315.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,089,571.00	1,421,948.00
1000-1999: Certificated Personnel Salaries	General Fund	943,079.00	1,261,314.00
2000-2999: Classified Personnel Salaries	General Fund	13,310.00	10,890.00
4000-4999: Books And Supplies		0.00	1,360.00
4000-4999: Books And Supplies	General Fund	59,609.00	76,069.00
5000-5999: Services And Other Operating Expenditures	General Fund	73,573.00	72,315.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	99,341.00	90,482.00
Goal 2	895,629.00	1,225,915.00
Goal 3	21,718.00	37,326.00
Goal 4	55,669.00	56,033.00
Goal 5	484.00	725.00
Goal 6	15,730.00	10,890.00
Goal 7	1,000.00	577.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$46,700.00	$62,981.00
Distance Learning Program	$105,503.00	$106,530.00
Pupil Learning Loss	$1,360.00	$1,360.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$153,563.00	$170,871.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$15,500.00	$27,581.00
Distance Learning Program	$85,003.00	$86,030.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$100,503.00	$113,611.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$31,200.00	$35,400.00
Distance Learning Program	$20,500.00	$20,500.00
Pupil Learning Loss	$1,360.00	$1,360.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$53,060.00	$57,260.00