

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage Peak Charter School

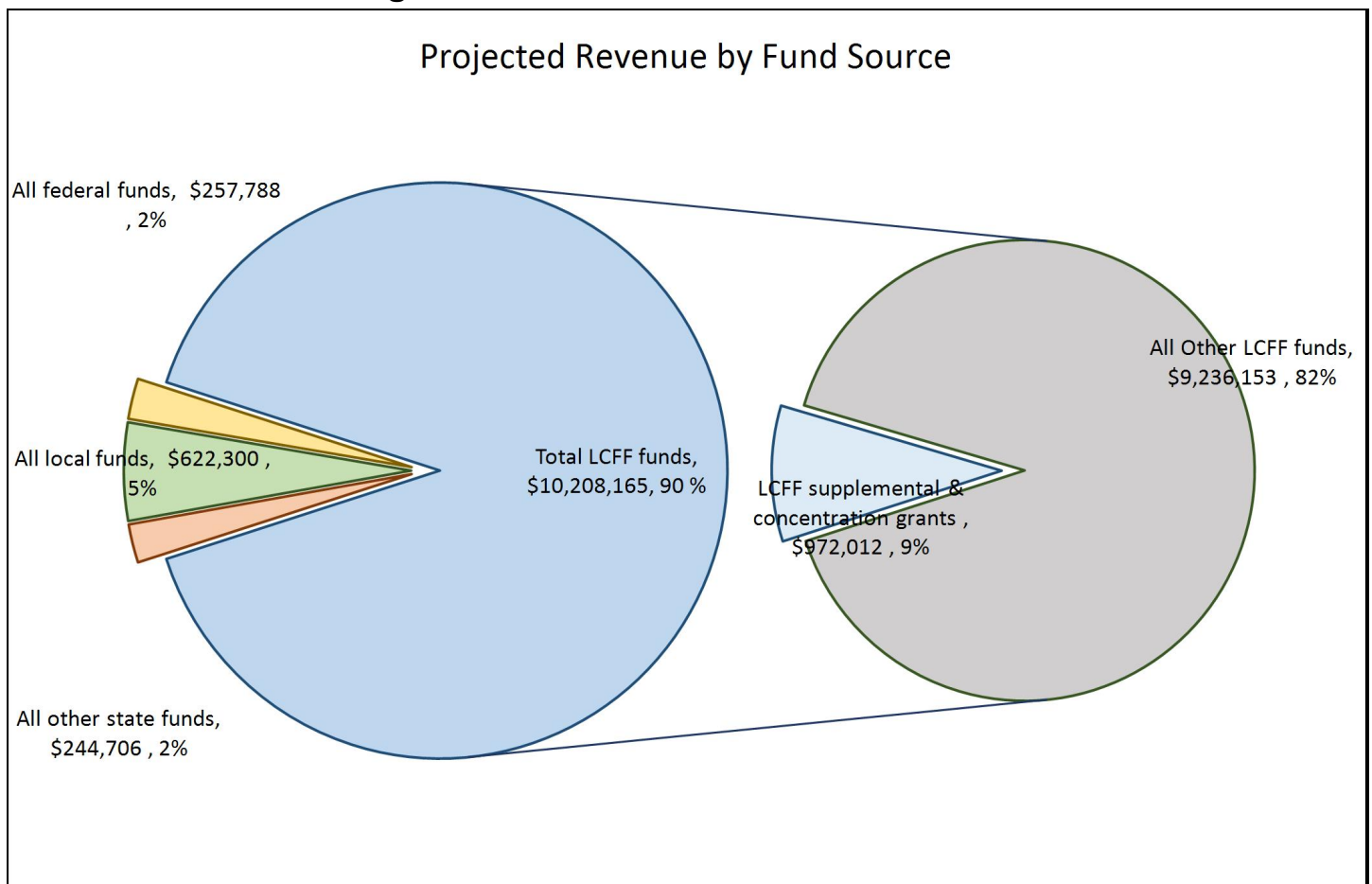
CDS Code: 34765050108415

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Scott Stack, Director

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 2019-20 LCAP Year

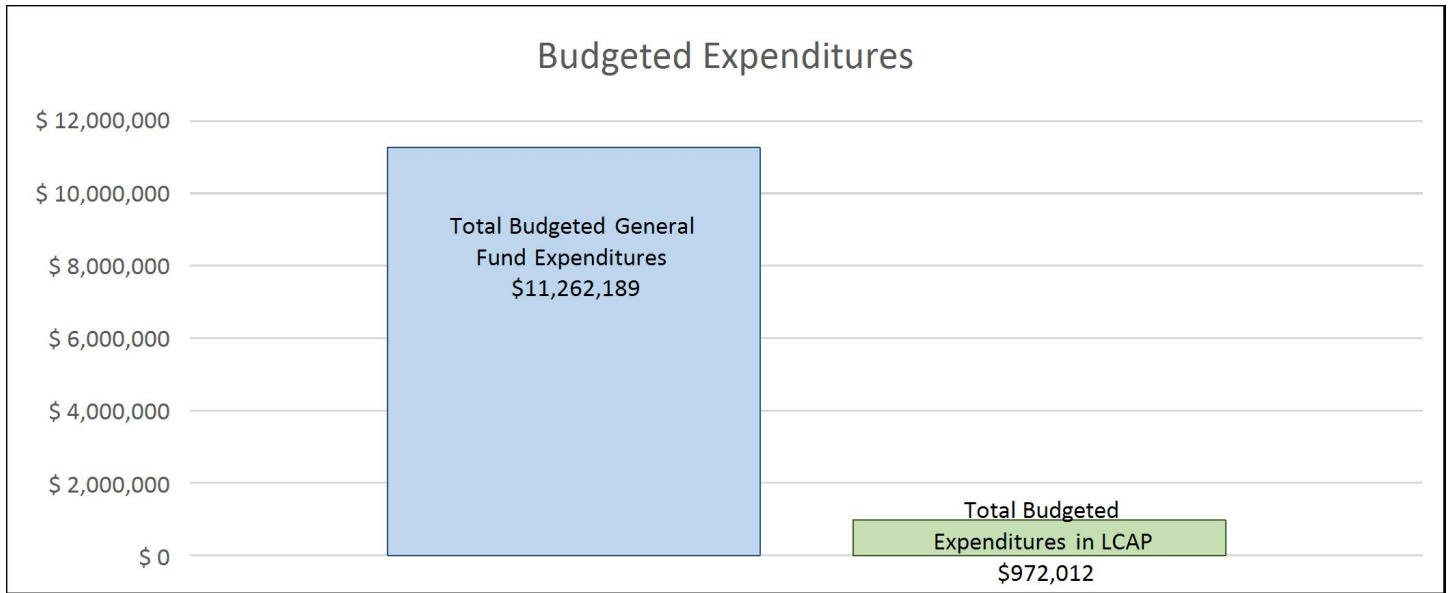


This chart shows the total general purpose revenue Heritage Peak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Heritage Peak Charter School is \$11,332,959, of which \$10,208,165 is Local Control Funding Formula (LCFF), \$244,706 is other state funds, \$622,300 is local funds, and \$257,788 is federal funds. Of the \$10,208,165 in LCFF Funds, \$972,012 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Heritage Peak Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Heritage Peak Charter School plans to spend \$11,262,189 for the 2019-20 school year. Of that amount, \$972,012 is tied to actions/services in the LCAP and \$10,290,177 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures for the LCAP year not included in the LCAP include salaries for multiple subject teachers, support and administrative staff, as well as curriculum/materials not included in the current year LCAP, predominately used by our home school population.

Increased or Improved Services for High Needs Students in 2019-20

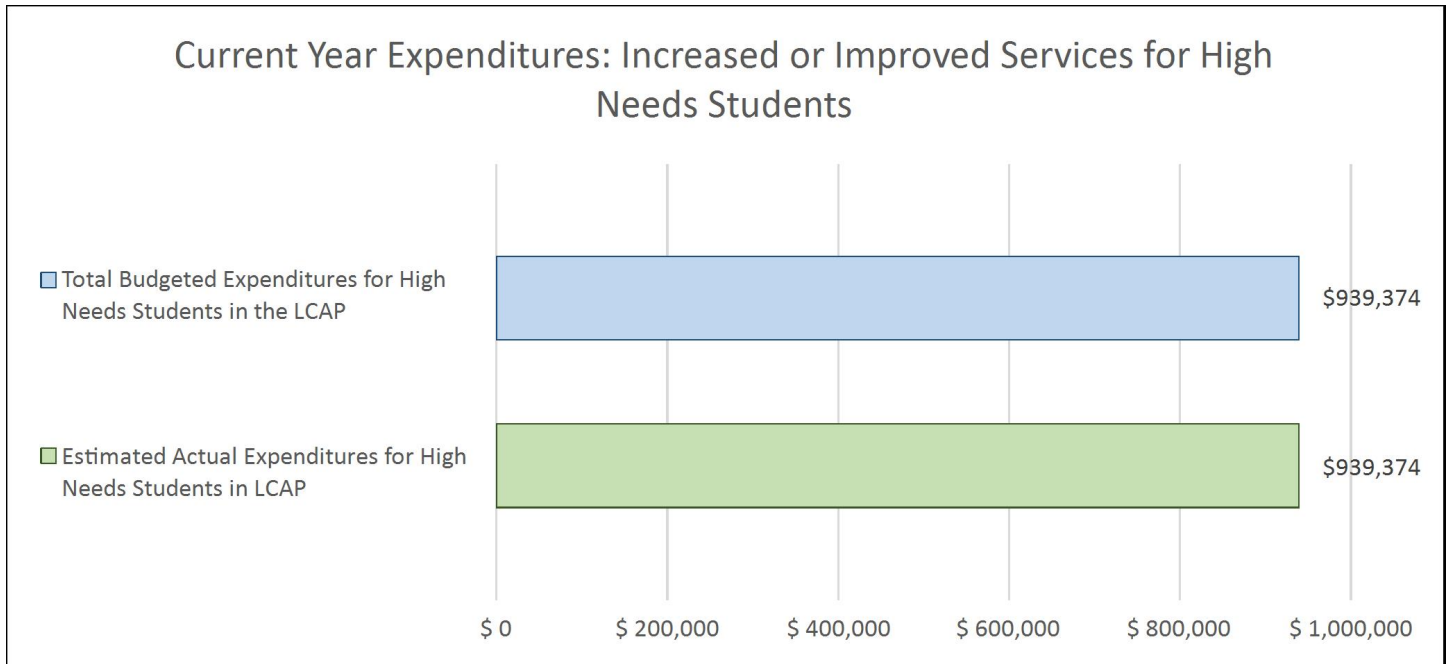
In 2019-20, Heritage Peak Charter School is projecting it will receive \$972,012 based on the enrollment of foster youth, English learner, and low-income students. Heritage Peak Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Heritage Peak Charter School plans to spend \$972,012 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The budgeted amount included in the LCAP will provide technology devices, online access, math and reading support for high needs students to include one-on-one or small group tutoring.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Heritage Peak Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Heritage Peak 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 2018-19, Heritage Peak Charter School's LCAP budgeted \$939,374 for planned actions to increase or improve services for high needs students. Heritage Peak Charter School estimates that it will actually spend \$939,374 for actions to increase or improve services for high needs students in 2018-19.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	sstack@heritagepeak.org 916-759-9728

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Introduction: Heritage Peak Charter School is authorized by the Twin Rivers Unified School District. The school has been operational for more than 14 years. The current enrollment is 1092 students. The school operates as an Independent Study/Home School Charter program serving TK-12th grades. The school is governed by Pacific Charter Institute's (a non-profit) Board of Directors. During the 2014-15 school year, Heritage Peak was given a 6 year WASC accreditation as well as having its Charter renewed by the Twin Rivers School District for another 5 years. Our significant student demographics consist of 15% Special Education, 7% EL (predominantly Spanish and Russian (Ukrainian) speakers, 53.9% LI, and .1% FY/H group. We also have a 23% Hispanic and 10.3% African-American ethnic enrollment of our total student populace. We continue to focus on our cohort dropout and graduation rates (85.3%). These still remain slightly below our authorizing agency, Twin Rivers Unified School District (86.3%), and slightly above the State levels of accountability (83.5%). Consistently these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, Title 1 Plan, WASC and individual Site Plans.

Demographic Snapshot
HPCS Spring of 2019

53.9% LI

54.5% White , 23% Hispanic, African American 10.3%,12.2% Other

38.2% High School (9-12th grade)

6.5% ELL or RFEP

Operational Programs:

HPCS Vacaville Resource Center

HPCS About FACE Home School (non-site based)

HPCS West Sacramento Resource Center

HPCS Rio Linda Resource Center

HPCS Home School GUILD (non-site based)

HPCS HELM (non-site based)

Vision

Developing self-motivated, educated individuals in the Sacramento region who will spread the wealth of knowledge world-wide in a meaningful way.

Mission

Heritage Peak Charter School empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating self-motivated responsible citizens,critical problem-solvers, and lifelong learners.

Goals

The following strategic goals align with the Vision and Mission of Heritage Peak Charter School:

1. Create excellence and growth for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainability and flexibility to serve students.
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase HPCS's visibility and contributions to education through partnerships and sharing of best practices.

LCAP Highlights

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

Working with school stakeholders, 3 overarching goals were identified that would form the nexus of focus work for the next 3 years. The following are those goals.

- 1) Goal 1: Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.
- 2) Goal 2: Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress in reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.
- 3) Goal 3: HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on state indicators and local performance assessment tools, our greatest progress was made in our ELA performance. While the NWEA-MAP Student Growth Summary Report for Mathematics indicates continued positive trending of Mean RIT scores for all grade levels for the period Fall 2017 to Fall 2018, comparative data from NWEA-MAP Student Growth Summary Report for Reading indicates for the same period, student academic performance continues to improve for all grade levels where data was collected (4th through 11th). Mean RIT scores for each grade level increased between a range of 1.8 and 11.0 points during the two reporting periods. This data translates to all eight grade levels meeting or exceeding School Norms Projected Growth targets, as indicated in the highlighted areas below. Additionally, based on these testing populations and results, the NWEA-MAP Projected Proficiency Summary Report for Fall 2018 suggests 42.1% of our students should assess in Performance Levels 3 or 4 for the 2019 CAASPP testing cycle. Compared to the same data and reporting tools from the 2017 NWEA-MAP testing cycle, it was projected 35.1% of our student population would test on the 2018 CAASPP at Performance Levels 3 or 4, versus 40% actual 2017-2018 Smarter Balanced Student Performance Summary Report Performance Levels 3 and 4. Heritage Peak Charter School will continue to monitor student performance via the use of NWEA-MAP Assessments. Further, all students in grades K-2 have been assessed during the Fall, Winter, and Spring using the DIBELS assessment tool to identify performance gaps in Reading skills for earlier interventions.



Student Growth Summary Report

Aggregate by School

Term: Fall 2018-2019
District: Pacific Charter Institute

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Fall 2018
Weeks of Instruction: Start - 4 (Fall 2017)
End - 4 (Fall 2018)
Grouping: None
Small Group Display: No

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Reading

Grade (Fall 2018)	Growth Count†	Comparison Periods						Growth		Growth Evaluated Against							
		Fall 2017			Fall 2018			Observed Growth	Observed Growth SE	School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**					**				
K	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	8	**			**			**					**				
4	26	190.3	19.7	62	201.3	18.2	69	11.0	2.0	9.9	0.52	70	26	16	62	66	
5	27	194.2	17.1	27	202.4	17.1	30	8.2	2.3	7.4	0.51	70	27	15	56	60	
6	40	199.5	18.3	16	207.8	13.7	31	8.3	2.0	5.6	1.72	96	40	23	58	53	
7	41	207.7	15.7	30	215.0	14.2	53	7.3	1.5	4.6	1.48	93	41	25	61	58	
8	55	213.0	14.4	41	217.5	14.7	51	4.5	1.6	3.9	0.34	63	55	29	53	50	
9	45	216.0	11.0	43	221.6	12.3	58	5.6	1.5	3.1	1.27	90	45	26	58	64	
10	47	218.1	17.5	38	219.9	16.1	47	1.8	1.2	1.8	-0.02	49	47	22	47	45	
11	51	221.5	12.8	55	227.2	11.2	72	5.7	1.2	0.9	2.12	98	51	34	67	67	
12	0	**			**			**					**				

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although scores associated to CAASPP testing increased in the area of Mathematics in tested years of 2014-15 through 2016-17, Heritage Peak still needs to continue making measurable progress. Bridging the gap to the CCSS has been a primary focus for our student LCAP Goals this past LCAP reporting period. In order to ensure additional progression, Heritage Peak will continue to provide all students with access to traditional textbooks, as well as technology and access to online, CCSS-aligned curriculum; support the instruction of Mathematics through the use of providing content area specialists at each Resource Center; tutoring where needed; and support for under-performing students in all identified subgroups.

The yellow highlighted areas below show that overall scores for the African-American subgroup declined in 17-18 Math performance, falling nearly 2 points further from Average Distance From Standard, while the Hispanic group in 17-18 Math performance increased nearly 3.5 points closer to the same measurement from prior year performance. Goal Area 1 specifically identified Math growth with a target of 5% increase in student performance for all categories, including identified subgroups, on state mandated assessments or NWEA-MAP assessments. While the state dashboard information below indicates all students fell another 11.7 points from Average Distance From Standard, our comparative 2017-18 and 2018-19 Fall-to-Fall NWEA-MAP data shows a reversal of that trend. In Fall 2017-18, 74% of our students tested in the 0-60% performance band. In Fall 2018-19, 70% of our students tested in the 0-60% performance band, a 4% improvement.

This year, Heritage Peak Charter School created an intensive teacher training program driven to increase math performance for the 2019 SBAC testing cycle. Through Edmentum's ExactPath product, students' NWEA-MAP performance measures are used to create individualized Learning Paths designed to address gaps in mathematics education at the sub-skill level. Piloted in Fall 2018, HPCS fully launched ExactPath for all students in January 2019. Several professional development

sessions were attended, either live or virtually, by all staff. Weekly or bi-weekly progress monitoring results were shared with staff. During the spring semester, students identified in Performance Levels 1 and 2 logged over 2700 additional instructional hours in mathematics. Next fall, HPCS will continue to increase usage and proficiency on ExactPath and also offer weekly online grade-level specific parent education using the school's adopted curricular resources for both Math as well as ELA.

Heritage Peak Charter (Sacramento, CA)

Twin Rivers Unified

[Return to Five-by-Five Placement Grid](#)

Mathematics Indicator - 2018

[Download Data](#) [View Layout](#)

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Orange	Low	Decreased	-81.2	-11.7	467	*	520	*	-69.5	*	*	*	*
English Learners	Red	Very Low	Decreased	-103.5	-13.9	51	*	66	*	-89.6	*	*	*	*
Homeless	None	Very Low	Decreased Significantly	-108.3	-47.2	12	*	13	*	-61.1	*	*	-0.5	*
Socioeconomically Disadvantaged	Red	Very Low	Decreased	-100.5	-12	215	*	280	*	-88.5	*	*	*	*
Students with Disabilities	Red	Very Low	Maintained	-152.8	-1.6	72	67	72	69	-151.2	*	*	*	*
African American	Red	Very Low	Maintained	-123.8	-1.9	42	*	43	*	-121.9	*	-0.5	*	*
American Indian or Alaska Native	None	*	*	*	*	6	*	6	*	*	*	*	*	*
Asian	None	Low	Increased Significantly	-81.9	17.3	12	*	12	*	-99.2	*	*	*	*
Filipino	None	Low	*	-71.5	*	15	*	9	*	*	*	*	*	*
Hispanic	Orange	Very Low	Increased	-99.6	3.4	111	*	127	*	-103	*	*	*	*
Native Hawaiian or Pacific Islander	None	*	*	*	*	1	*	2	*	*	*	*	*	*
White	Orange	Low	Decreased Significantly	-72	-20.7	239	*	279	*	-51.3	*	*	*	*
Two or More Races	Yellow	Low	Increased	-45	3.9	37	*	37	*	-48.9	*	*	-0.25	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

Although no identified subgroup is performing 2 or more levels below the "all student" group, our watch group is our 'Students with Disabilities' as identified in both Math and ELA testing from both cohort and matched year testing. In 2018, Pacific Charter Institute reorganized the Special Education Department to be under the supervision of the Director for Student Services. This reorganization allows all students to be served with Common Core curriculum and support materials under the guidance of content area/program specialists. Our current practice provides Educational Specialist supports at each Resource Center as well as a fully staffed Special Education department that supports students throughout Pacific Charter Institute. An internal goal during the 2017-18 school year was to refine our MTSS process and to provide additional professional development to our ES staff to strengthen their ability to provide differentiated instruction to identified students. The reorganization accomplishes these objectives, as now all students are under the same academic umbrella for content and supports. The graphic below shows positive movement from Performance Level 1 into Performance Level 2 over the 2016-17 and 2017-18 school years for cohort matched students. Continued focus on this subgroup, along with deployment of additional intervention tools such as Exact Path for Math and Sondays for ELA will be monitored and reported following the 2018-19 SBAC testing cycle.













Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Roster Date
Control Panel (05-02-2019)

Subject: Mathematics (Summative)

Grade Level(s) All Gender(s) Male & Female Reported Race All Reported Races Special Education Special Ed Socio-Economic SED & Not SED English Proficiencies All

Overall & Claim Performance for Heritage Peak Charter

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded					PL 3 Standard Met					PL 2 Standard Nearly Met					PL 1 Standard Not Met				
				0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	0	25	50	75	100
2017-18	24	0% 	100% 	0%					0%					21% 					79% 				
		Average Distance from Level 3: -153																					
2016-17	24	0% 	100% 	0%					0%					17% 					83% 				
		Average Distance from Level 3: -154																					
2015-16	24	0% 	100% 	0%					0%					17% 					83% 				
		Average Distance from Level 3: -154																					


















Smarter Balanced Performance Summary - Multi-Year Cohort Comparison

Roster Date
Control Panel (05-02-2019)

Subject: Mathematics (Summative)

Grade Level(s) All Gender(s) Male & Female Reported Race All Reported Races Special Education Special Ed Socio-Economic SED & Not SED English Proficiencies All

Overall & Claim Performance for Heritage Peak Charter

Year	Claim	CS 3 Above Standard					CS 2 Near Standard					CS 1 Below Standard					No Score/Not Tested
		0	25	50	75	100	0	25	50	75	100	0	25	50	75	100	
2017-18	Concepts & Procedures	0%					12% 					83% 					4%
2016-17	Concepts & Procedures	0%					8% 					92% 					0%
2015-16	Concepts & Procedures	0%					0%					92% 					8%
2017-18	Problem Solving & Modeling/Data	0%					33% 					62% 					4%
2016-17	Problem Solving & Modeling/Data	0%					12% 					88% 					0%
2015-16	Problem Solving & Modeling/Data	0%					8% 					83% 					8%
2017-18	Communicating Reasoning	0%					33% 					62% 					4%
2016-17	Communicating Reasoning	0%					29% 					71% 					0%
2015-16	Communicating Reasoning	0%					17% 					75% 					8%

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 supported 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.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: Students at Heritage Peak, including those in numerically significant subgroups, will show measurable progress in mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

The use of NWEA_MAP Fall to Winter Scores for grades 3-8, 11th. Spring 2018 CAASPP Scores, or internal Math Benchmarks aligned to State Standards will be used to monitor student progress.

18-19

Fall to Spring cohort students identified as not proficient in math including those in numerically significant subgroups, will show a 5% progress toward proficiency in mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Actual

The 2017-2018 NWEA-MAP Projected Proficiency Summary Report indicates 83.2% of Heritage Peak students would assess in Performance Levels 1 or 2. Based on 2017-2018 Smarter Balanced Performance Summary, 79.9% of our students assessed in Performance Levels 1 or 2. This represents an improvement of 3.3 percentage points, or nearly 4% gain.

Expected

Baseline

24% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Without Spring 2017 test results fully available, the baseline would be to grow 5% on CAASPP or exceed 28% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.



Actual



Projected Proficiency Summary Report

Aggregate by School by Grade

Mathematics

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Projected to: Smarter Balanced Assessment Consortia taken in spring.

View Linking Study: <https://www.nwea.org/resources/linking-the-smarter-balanced-assessments-to-assessments/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	39	6	15.4%	18	46.2%	9	23.1%	6	15.4%
4	44	16	36.4%	21	47.7%	6	13.6%	1	2.3%
5	53	24	45.3%	23	43.4%	4	7.5%	2	3.8%
6	76	47	61.8%	19	25.0%	6	7.9%	4	5.3%
7	89	48	53.9%	24	27.0%	11	12.4%	6	6.7%
8	79	52	65.8%	18	22.8%	7	8.9%	2	2.5%
Total	380	193	50.8%	123	32.4%	43	11.3%	21	5.5%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.

1.1 Use of NWEA-MAP (for all 2-11th grade students)

Actual Actions/Services

All actions or services were realized. All incoming 9th grade students were either assessed in NWEA-MAP or 2018 SBAC results were reviewed for proper course placement.

Budgeted Expenditures

There is no additional cost to support 1.1 0000: Unrestricted 0

Annual Subscription cost for NWEA Testing. 4000-4999: Books And Supplies Supplemental and Concentration

Estimated Actual Expenditures

There is no additional cost to support 1.1 0000: Unrestricted \$0.00

Annual Subscription cost for NWEA Testing. 4000-4999: Books And Supplies

1.2 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels.
 1.3 The use of content specialists will be used to provide math instruction for grades 6-12th grade students through direct instruction or via virtual classrooms.

HPCS and PCI has made a strategic decision to cancel the Illuminate contract in the 19/20 school year. Data warehousing will now occur in our Student Information System, PowerSchool. This streamlining of systems will provide greater efficiencies to staff.
 HPCS and PCI continue to support content specialists in both direct instruction as well as continuing to grow and develop our virtual classroom offerings.

Annual Illuminate Contract for Supporting Student Data and Benchmark tests. 4000-4999: Books And Supplies Supplemental and Concentration \$9,786.00

Supports 3 Math and 3 Science Content Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$334,000.00

Supplemental and Concentration \$9,786.00

Annual Illuminate Contract for Supporting Student Data and Benchmark tests. 4000-4999: Books And Supplies Supplemental and Concentration \$0.00

Supports 3 Math and 3 Science Content Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$334,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned. 1.2.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable. 1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for HPCS 7-12th grade students. 1.2.3 Support for a Virtual Learning Coordinator 1.2.4 The use of Next Gen. math program will be used for Grades K-8th as a math supplemental</p>	<p>All actions or services have been realized. 1.2.4 In addition to NextGen Math program, HPCS implemented Edmentum's ExactPath application for additional common core aligned math supports.</p>	<p>Online programs support through Edmentum Learning. 4000-4999: Books And Supplies Supplemental and Concentration \$150,037 Support for virtual hardware or software associated to distance learning. 4000-4999: Books And Supplies Supplemental and Concentration \$2500.00 This would be 'Stipend' amount used to support all teachers and staff training or accessing the Virtual Learning Platform. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000 Online support program aligned to common core standards for</p>	<p>Online programs support through Edmentum Learning. 4000-4999: Books And Supplies Supplemental and Concentration \$77,714.00 Support for virtual hardware or software associated to distance learning. 4000-4999: Books And Supplies Supplemental and Concentration \$2,500.00 This would be 'Stipend' amount used to support all teachers and staff training or accessing the Virtual Learning Platform. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000.00 Online support program aligned to common core standards for</p>

mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00

mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.</p>	<p>All actions or services have been realized.</p> <p>Math content area specialists attended a professional development conference sponsored by California Mathematics Council in November, 2018.</p> <p>All teachers attended various professional development training sessions during the spring semester regarding Edmentum's ExactPath application.</p> <p>A new position, Dean of Academics, was created to support HPCS resource centers and non-site based program staff. This position is primarily responsible to evaluate student performance data and align staff professional development needs. Adjustments or enhancements to PD is based on findings of student progress monitoring of various intervention and support programs.</p> <p>All teachers of K-2 students were trained in data collection, calibration, and reporting methods</p>	<p>Used for PD for Math content teachers in either HELM, IS or Homeschool support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000.00</p>	<p>Reallocated - PD for Math content teachers in either HELM, Independent Study or Home school support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>Dean of Academics Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$114,000.00</p> <p>Used for AVID professional development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$54,000.00</p>

associated with DIBELS assessments in lieu of NWEA-MAP testing for this audience. Benchmark data was collected in the Fall 2018, Winter and Spring 2019.

In an ongoing effort to provide professional development that is aligned to Common Core Standards and instruction, HPCS has been accepted as an AVID school beginning in SY 2019/20. Professional development sessions are scheduled for 30 of our content area specialists and Independent study teaching staff members to occur during June and July, 2019.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:</p> <p>1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 5 HPCS resource centers.</p> <p>1.4.2 Rio Linda, W. Sac and the HPCS HELM program will identify and use a staff member that will provide site support for EL</p>	<p>All actions or services have been realized.</p> <p>1.4.1 Correction > A PCI EL Coordinator used as a TOSA will provide EL Support for 3 HPCS resource centers and 3 Home-school programs.</p> <p>1.4.2 These resource centers or program staff members will join with existing staff at the Vacaville resource center and 2 Home-school programs and continue to provide site/program support for EL students.</p>	<p>Use of a PCI EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,057.00</p>	<p>Use of a PCI EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,057.00</p> <p>EL Support class curriculum and instructional materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,500.00</p> <p>EL Support class staff support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,695.00</p>

students through additional instructional, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.

Additionally, an EL Support class is being piloted at the Rio Linda campus in 2019-20. These efforts will focus on the middle school grades and provide direct instruction and supports to EL students in small group settings. This class will utilize existing PCI EL Coordinator and Rio Linda teaching staff. Additional services or costs will be limited to curriculum and instructional materials.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.5 Heritage Peak Charter school will provide facilities for an equitable learning environment for all students with an emphasis on unduplicated students, foster-homeless youth and EL status</p>	<p>All actions or services have been realized.</p>	<p>Facilities 5000-5999: Services And Other Operating Expenditures LCFF 136,000.00</p>	<p>Facilities 5000-5999: Services And Other Operating Expenditures LCFF \$136,000.00</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6 Certificated and classified staff all work together at HPCS for to provide a quality educational environment for all students including Special Education students, English Learners, Foster and Homeless Youth and other students undesignated.</p>	<p>As previously identified in Action 3, HPCS has been accepted as an AVID school beginning in SY 2019/20. Professional development sessions are scheduled for 30 of our content area specialists and Independent study teaching staff members to occur during June and July, 2019.</p>	<p></p>	<p>Professional Development costs are recognized in Action 3. No additional costs are necessary. \$0.00</p>

Designed to close or eliminate the achievement gap in student subgroups or under-served student populations, AVID will be deployed broadly across HPCS.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve Goal 1 was successful. All students in grades 3-11 were assessed for learning thresholds and proficiency standards as aligned by NWEA-MAP in both Fall 2018 and Winter 2019. Analysis of fall performance data was used to determine appropriate placement for incoming 9th grade students. Additionally, Fall assessment results were used to identify all students performing in the 0-59% range in Math, who were then placed in individualized intervention programs for support. The intervention roster was retooled based on Winter 2019 assessment results. Professional development efforts were designed to support student achievement based on assessment results.



Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The use of the NWEA-MAP Student Roster information, along with the MAP Student Growth Summary Report provided HPCS leadership the opportunity to review performance measurements from the aggregate to the student levels. The Student Growth Summary Report shown below identifies an increase in Mean RIT scores for all grade levels 3 through 11 when comparing Fall 2018 to Winter 2019 performance. Although all grade levels show Observed Growth, students in grades 3, 4, and 9 failed to achieve their Projected Growth targets, missing by 1.41, .24, and .18 points respectively.

When reviewed as cohort matched data (3rd grade students in 2017-18 vs 4th grade students in 2018-19), NWEA-MAP Projected Proficiency Summary Reports indicate an interesting trend. In 2017-18, 61.6% of 3rd grade students were projected to assess in Performance Levels 1 and 2 on the 2018 SBAC. In 2018-19, 60% of this cohort group is projected to assess in Performance Levels 1 and 2, a positive gain of 1.6%. Comparative data for prior year 2nd graders (current year 3rd graders) was not captured in NWEA testing. Additionally, prior year 8th graders (current year 9th graders) are not recognized in the MAP Projected Proficiency Summary Report for SBAC 2019, as this group is not part of the testing audience.



Student Growth Summary Report

Aggregate by School

Term: Winter 2018-2019
District: Pacific Charter Institute

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)

Grouping: None
Small Group Display: No

HERITAGE PEAK CHARTER

Mathematics

Grade (Winter 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Winter 2019			Growth			School Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	3	*			*			*					*			
3	51	193.3	19.0	69	199.4	20.8	58	6.2	1.6	7.9	-1.41	8	51	24	47	39
4	48	196.8	18.0	20	203.0	16.4	19	6.3	1.5	6.5	-0.24	41	48	24	50	46
5	41	205.2	15.7	19	210.8	16.7	20	5.6	1.7	5.4	0.13	55	41	17	41	28
6	62	209.3	15.4	12	213.6	16.8	13	4.3	1.2	4.1	0.16	56	62	35	56	57
7	68	214.2	14.5	14	218.0	15.1	16	3.8	1.0	3.2	0.51	70	68	32	47	43
8	76	220.2	17.4	24	223.7	16.6	28	3.4	1.0	2.6	0.73	77	76	47	62	62
9	74	222.1	16.7	19	223.5	17.9	18	1.4	1.0	1.6	-0.18	43	74	39	53	51
10	74	225.3	20.1	32	228.1	20.8	37	2.8	0.9	1.4	0.95	83	74	42	57	58
11	79	231.9	20.2	45	233.1	20.4	45	1.2	0.8				0			
12	0	**			**			**					**			

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget expenditures met estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As indicated in Goal 1.2, Heritage Peak Charter School has elected to not renew our contract with Illuminate for data warehousing. Instead, we will be migrating historical student performance data over to our SIS, PowerSchool. As outlined in Action 3, all students in grades K-2 were assessed using DIBELS reporting tools. As a result in this shift of assessment tools, students in grade 2 were not tested using NWEA-MAP. Additionally, the implementation of ExactPath during spring semester as an intervention support, also outlined in Action 3 represent changes to this goal for the current school year. As identified in Goal 3, planned AVID training and deployment during SY 2019-20, as well as the EL Support class outlined in Action 4 are indicative of the HPCS cycle of continuous improvement.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal 2. Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

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

Metric/Indicator

The use of NWEA_MAP Fall to Winter Scores for grades 3-8,11th. Spring 2018 CAASPP Scores, or internal Reading Benchmarks aligned to State Standards will be used to monitor student progress.

18-19

Fall to Spring cohort students identified as not proficient in reading including those in numerically significant subgroups, will show a 5% progress toward proficiency In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Baseline

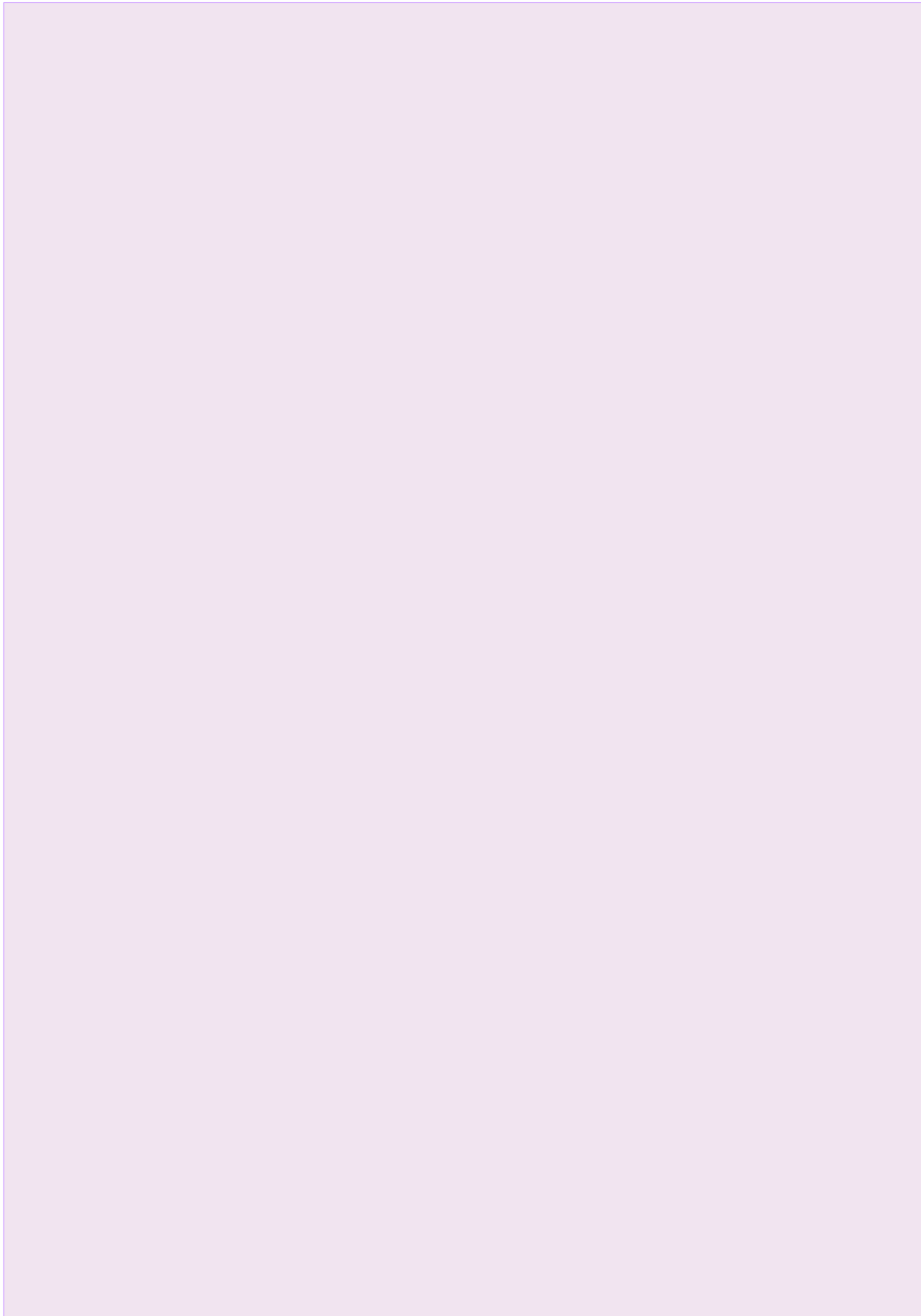
38% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Without Spring 2017 test results fully available, the baseline would be to grow 5% on CAASPP, or exceed 45% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.

Actual

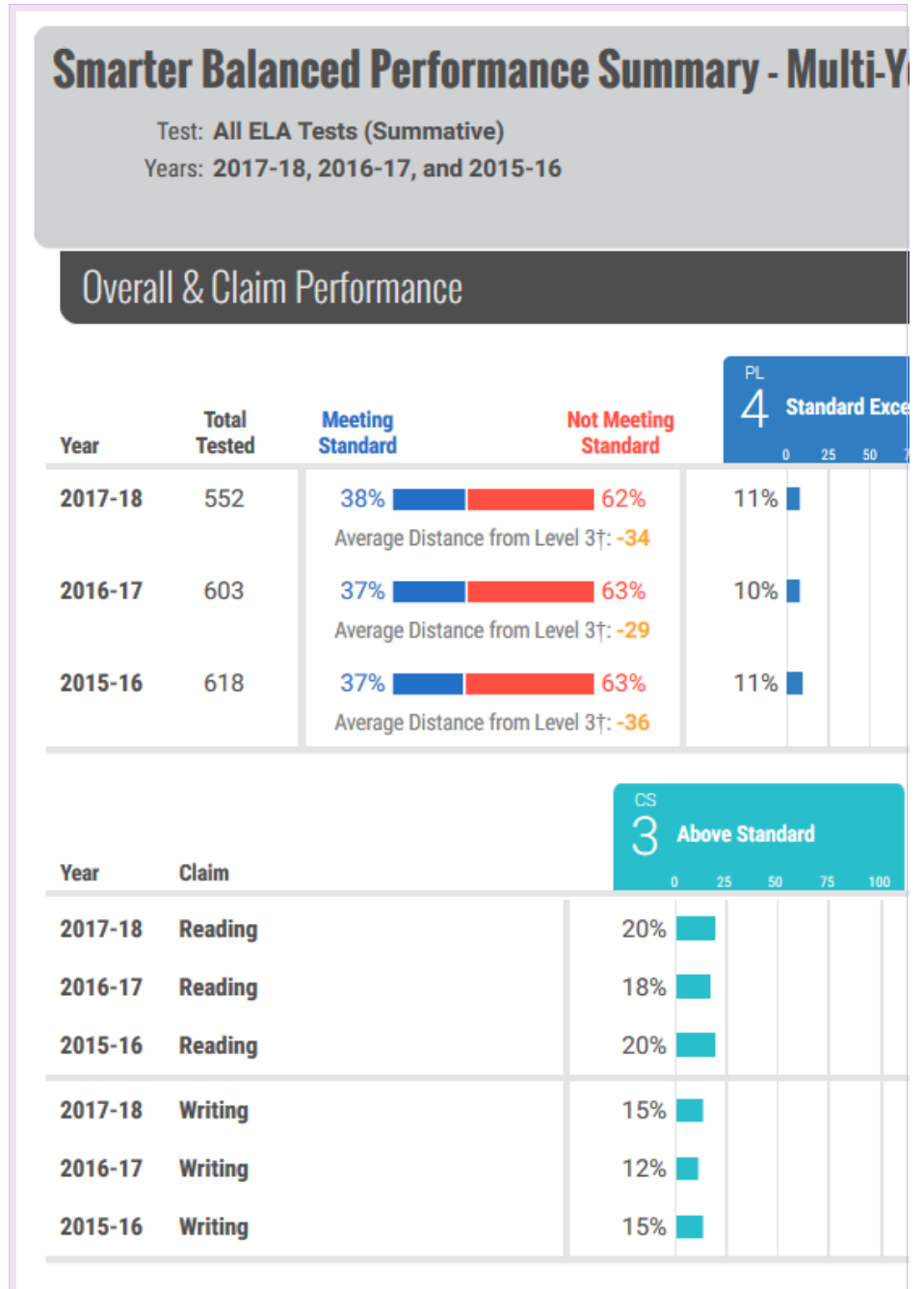
Metric/Indicator

The graphic below reflects the 3-year trend for student performance on the CAASPP ELA Tests. A slight increase in Performance Levels 3 and 4 is noted between 2016-17 and 2017-18 CAASPP testing cycles. This increase is also reflected in the 2017-18 to 2018-19 NWEA-MAP Student Growth Summary Report (not shown here).

Expected



Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 All students grades K-11th will be assessed 2x yearly</p> <p>2.1.2 Use of NWEA-MAP (for all 2-11th grade students)</p> <p>2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels.</p> <p>2.1.4 The implementation of Journey's curriculum for grades K-5th will be prioritized for the 2018-19 school year.</p>	<p>2.1, 2.1.2 714 students in grades 3-11 were assessed through NWEA-MAP. This represents 96.7% of the targeted population. Parental opt-out accounts for the remaining 24 students. For students not testing in NWEA-MAP, 2018 CAASPP scores were used to determine student performance and subsequent instructional and intervention needs. HPCS conducts NWEA-MAP testing twice annually, in the fall and winter.</p> <p>2.1.3 Use of Illuminate as a data warehouse tool continued in 2018-19. Professional Development was provided to teaching staff as needed to enhance understanding and utilization of the resource. HPCS and PCI has made a strategic decision to cancel the Illuminate contract in the 19/20 school year. Data warehousing will now occur in our Student Information System, PowerSchool. This streamlining of systems will provide greater efficiencies to staff.</p> <p>2.1.4 Journey's was successfully implemented in grades K-5.</p>	<p>(covered in Goal Area 1)</p>	<p>(covered in Goal Area 1)</p> <p>\$0.00</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum.</p>	<p>These services were actualized through various professional development sessions throughout the year. In addition to a PCI ELA Program Specialist supporting HPCS's ELA efforts, HPCS has also utilized a credentialed ELA teacher to serve as an on-call subject matter expert (SME) for the teaching staff.</p> <p>A new position, Dean of Academics, was created to support HPCS resource centers and non-site based program staff. This position is primarily responsible to evaluate student performance data and align staff professional development needs. Adjustments or enhancements to PD is based on findings of student progress monitoring of various intervention and support programs.</p> <p>All teachers of K-2 students were trained in data collection, calibration, and reporting methods associated with DIBELS assessments in lieu of NWEA-MAP testing for this audience. Benchmark data was collected in the Fall 2018, Winter and Spring 2019.</p>	<p>2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000.00</p>	<p>Professional Development and support for ELA curriculum was provided to teaching staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000.00</p> <p>Dean of Academics Salary and Benefits Costs identified in Goal 1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>DIBELS professional development Costs identified in Goal 1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p> <p>AVID professional development Costs identified in Goal 1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00</p>

In an ongoing effort to provide professional development that is aligned to Common Core Standards and instruction, HPCS has been accepted as an AVID school beginning in SY 2019/20. Professional development sessions are scheduled for 30 of our content area specialists and Independent Study teaching staff members to occur during June and July, 2019.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.3 Prepared pacing guides for the Study Sync Curriculum with pre-determined assessments with benchmarks will be developed for grade 6-12th grade for the 2018-19</p> <p>2.4 Prepared pacing and professional development for the use of the HMH Journeys curriculum will be provided and delivered from the PCI ELA Specialist for the 2018-19 school year.</p>	<p>These actions/services were actualized. Pacing was completed or updated in the summer of 2018 for all Study Sync and Journeys curriculum, to include Unit assessments and CAASPP readiness tests which are pre-embedded in the Study Sync curriculum for grades 6-12.</p>	<p>5 staff used to prepare Pacing guides 1000-1999: Certificated Personnel Salaries Other \$2000.00</p>	<p>Five staff members completed pacing guides and embedded benchmark assessments. 1000-1999: Certificated Personnel Salaries Other \$2,000.00</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.</p>	<p>(See goal area 1 Section 1.2)</p> <p>No additional cost for 2.4 was incurred for this action as it was predetermined in Goal Area1.</p>	<p>2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs 2000-2999: Classified</p>	<p>2.4.2 2000-2999: Classified Personnel Salaries Identified in Goal Area 1 2000-2999: Classified Personnel Salaries Base \$0.00</p>

2.4.1 The use of Edmentum products will be available for all students as deemed applicable or as needed based on assessment outcomes that show less than proficient status in reading.
 2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs

An online supplemental programs coordinator was retained to oversee and assist with providing PD and student monitoring for all K-8th grade online supplemental support programs (\$10k).

Personnel Salaries Base
 \$10,000.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways: 1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 5 HPCS resource centers. 1.4.2 Rio Linda, W. Sac and the HPCS HELM program will identify and use a staff member that will provide site support for EL students through additional instructional, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.</p>	<p>1.4.1 > Correction - EL Support is provided at 3 resource centers and 3 home school programs. 1.4.2 All 3 resource centers (Rio Linda, West Sacramento, and Vacaville), as well as 3 home school programs (About FACE, Homeschool Guild, and HELM) have each identified a staff member who collaborate with the PCI EL Coordinator to provide program support for EL students.</p>	<p>(covered in Goal Area 1)</p>	<p>(covered in Goal Area 1)</p>



Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students in grades 3-11 across all six HPCS programs were assessed for learning threshold and proficiency standards as aligned by NWEA-MAP in Fall 2018 and Winter 2019. Performance measures from these assessments were used to determine appropriate placement in individualized learning pathways and intervention programs. Performance data from these test cycles are stored in Illuminate and used by the Dean of Academics for identification and progress monitoring purposes with staff. For students unable to test in the Fall testing cycle, prior year SBAC results are used in lieu of NWEA-MAP data. For students in grades K-2, DIBELS data was collected during the Fall, Winter, and Spring in lieu of NWEA-MAP testing. All students were provided access to Microsoft Surface, Chromebook, or laptop computers to access online, Common Core State Standard aligned curriculum. Additionally, classroom sets of technology devices are available at all resource centers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions and services to achieve Goal 2 is reflected in the 2018-19 Preliminary Smarter Balanced Performance Summary Report shown below. Students at HPCS continue to develop ELA mastery, evidenced by the slight decrease in Average Distance from Level 3 (-31) when compared to the same measure on the 2017-18 Smarter Balanced Summary Report (-34) referenced above. When results from this same report are viewed in the cohort match (n=87), 40% of our students perform in levels 3 and 4 (vs 31% in prior year), with Average Distance from Level 3 reported at -24 (improved substantially from prior year value of -42). The cohort match report is not shown below, rather the data from the report is being shared here as an indication of the overall effectiveness of the actions/services realized on a controlled set of students. These data indicate significant gains were realized for students who enroll, and stay at HPCS.

2018-19 Preliminary Smarter Balanced Performance Summary

ELA: All Grades Tested

Site: **Heritage Peak Charter**
 Roster Date: **Control Panel (05-26-2019)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

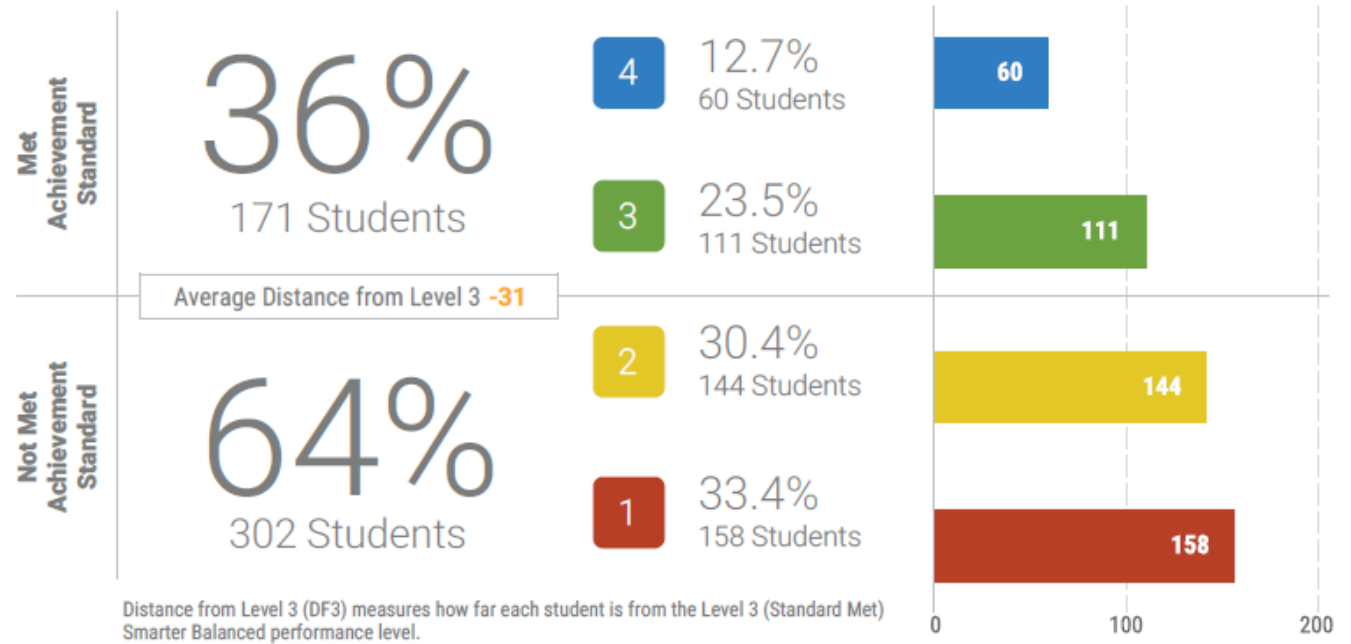
Claim Score Levels

- Above Standard
- Near Standard
- Below Standard

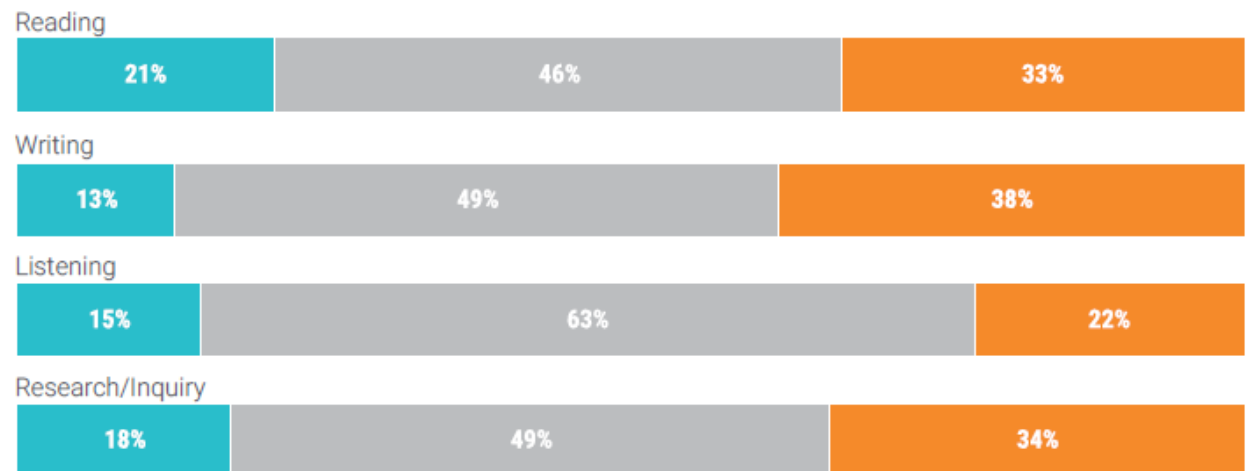
Generated on 05/26/2019
by Illuminate Education

These partial results are not appropriate for public release.

Overall Performance: 473 Students Tested



Claim Performance: Percent of Students at Each Level



ADDITIONAL FILTERS APPLIED: Courses: All Courses Classes: All Classes Students: All Students Addl Student Group: All Students

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures were created as a result of this plan.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Along with the addition of the Dean of Academics, cancellation of the Illuminate contract for data warehousing, DIBELS testing and upcoming AVID professional development efforts, all addressed in Goal Area 1, no additional changes were made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal 3 HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance.

State and/or Local Priorities addressed by this goal:

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

Metric/Indicator

The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.

Actual

HPCS continues to outperform State graduation rates, and only slightly under-performed graduation rates for our authorizing agency. Three years ago Heritage Peak Charter School's graduation rate stood at 54% of cohort match. Over the past three years the graduation rate has increased to just over 85%. We believe with the intentional focus on creating and supporting students through a multi-tiered system of supports that included English Language Learner support, a differentiated course program deemed 'Headways', targeted summer school support and the work of our Academic Counseling team we've been able to continue to spiral the cohort rate upwards in a positive position. In the last year we've also amplified students ability to achieve Career Technical Education through the use of 3 specific programs that center on internal and external certifications that can lead students directly into skills required in the work place. Based on collected data for the 18-19 school year, we believe we will eclipse 85% cohort graduation rate.

Expected

18-19

The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.

Baseline

The 2015-16 final report on cohort graduation rate was reported at 78% of eligible seniors graduation on time. We believe our rate for 2016-17 will exceed 82% . Therefore we are striving to meet or exceed 87% for the 2017-18 school year. For the 2016-17 school year 22 students were accepted to four-year colleges. CTE 'completers' equalled. __122__. Concentrators equalled 38 students.

Actual

Heritage Peak Charter (Sacramento, CA)

Twin Rivers Unified

Graduation Rate Indicator - 2018

To sort by topic (e.g., status level, color, etc.) click once on the header to sort in ascending order and click again to sort in descending order.

Student Group	Color	Status Level	Change Level	CURRENT STATUS - 2017-18 Graduation Rate	CHANGE - Difference between 2017-18 graduation rate and 2016-17 graduation rate
All Students	Orange	Medium	Declined	85.3%	-5.0%
English Learners	None	Low	Declined	79.2%	-6.0%
Foster Youth	None	*	*	*	*
Homeless	None	*	*	*	*
Socioeconomically Disadvantaged	Orange	Medium	Declined	84.4%	-7.1%
Students with Disabilities	None	Low	Declined	68.8%	-10.4%
African American	None	Very Low	Declined	66.7%	-18.3%
American Indian or Alaska Native	None	*	*	*	*
Asian	None	*	*	*	*
Filipino	None	*	*	*	*
Hispanic	Orange	Low	Declined	73.5%	-18.1%
White	Green	High	Maintained	94.2%	0.6%
Two or More Races	None	*	*	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for any reporting. The per calculate status and change.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by

Actual Actions/Services

All actions/services were realized as outlined. Additionally, Vacaville resource center reviewed and

Budgeted Expenditures

3.1 School will provide counseling services to students whose learning is negatively impacted by

Estimated Actual Expenditures

3.0 Academic Counselors. For the 1.0 FY-H Outreach Counselor, please see Action 3.

socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.

3.1.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.

3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.

3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at'risk or needing AB 1806 assistance.

adopted character education curriculum to pilot with the student population in the 19-20 school year, which will further address social/emotional needs of the student population. Student, family, and staff feedback at the end of this course will determine curriculum effectiveness, which will be used to plan the roll-out to other resource centers or programs within HPCS.

3.1.2 HPCS currently has trained staff serving as translators in Spanish, Russian/Ukrainian, and Tagalog.

3.1.3 Our Rio Linda resource center serves as a distribution center for school readiness supplies and snacks/meals for students that qualify under AB 1806.

socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.

3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at'risk or needing AB 1806 assistance.

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$153,000.00

3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies. 4000-4999: Books And Supplies Supplemental and Concentration \$2000.00

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$225,323.00

Books and supplies for school readiness 4000-4999: Books And Supplies Supplemental and Concentration \$2,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2 Broad Course Options that support student learning will consist of the following:</p> <p>3.2.2 A-G aligned Math Class options that include Pre-Calculus for 4 year Math students.</p> <p>3.2.5 Minimum of 2 CTE Medical Courses available to students</p>	<p>All actions/services were realized.</p> <p>3.2.2 Services were provided by content area specialist, costs associated with this resource were recognized in Goal Area 1.</p> <p>3.2.5 Medical Terminology and Medical Assisting classes were held.</p>	<p>1.0 CTE Medical Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,967.00</p>	<p>1.0 CTE Medical Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,967.00</p> <p>Professional Development - Project Lead the Way 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000.00</p>

In addition to the CTE Medical pathway classes, HPCS continues to support Project Lead the Way engineering pathway courses, beginning in the K-5 grades (Launch), 6-8 grades (Gateway to Technology) and High School (Pathways to Engineering). Additional staff training will occur during the summer and fall, 2019. (Estimated costs \$10,000)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(see budgeted expenditures 3.1.4)	3.1.4 One FTE FY-H outreach counselor serves as student advocate for students at risk or qualifying for AB 1806 services. Additionally, this counselor also provides professional development services for staff regarding awareness and sensitivity training, as well as recognizing triggering events and preventative measures to improve student health and well-being.	3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,827.00	1.0 FY-H Outreach Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26.827.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Professional Development will be provided to staff and counseling services aligned to CTE, College and Career Readiness, Student Support services. 3.4.1 5 FTE attendance to CASC Conf.	3.4 Actions/services were realized. 3.4.1 Staff was unable to attend the CASC conference due to staffing changes/transitions. This expense will be rolled over into the 19/20 school year.	3.4.1 5 FTE attendance to CASC Conf. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4200.00	3.4.1 CASC Conference attendance 18/19 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0.00

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services for this goal were not without challenges. Counseling staff changes and temporary leaves of absence placed a strain on counseling resources for short periods of time. However, when this team was fully staffed at planned capacity, services were delivered as planned. With planned expansion of our CTE programs, more of our students will be prepared to navigate their post-secondary plans.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions and services for this goal were effective for our student population. Services for students who qualify for AB 1806 assistance is delivered as needed and when identified. Further professional development opportunities to increase awareness and identify those students will continue into school year 19/20. Students who attended the CTE Medical classes and qualified via assessment were granted externships with regional medical care providers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The net differences between the Budgeted Expenditures and Estimated Actual Expenditures is primarily driven by the addition of Project Lead the Way professional development expense and the deferral of the CASC Conference to school year 19/20. Overall, the net expense is minimal, approximately \$5000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The addition of the PLTW professional development will enable HPCS to extend and expand our class offerings, providing access to more students at more learning centers.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Director of Heritage Peak Charter School (HPCS) and his designee's have shared a description of the LCAP process, and have provided to stakeholders the template that needed to be completed. A specific web link and survey was developed pertaining to both the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). The survey was available in English, Spanish and Russian versions that asked for priority rankings of the desired Basic 8 State Priorities. Data from the survey and stakeholders meetings was reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, school climate and input was taken regarding district needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs.

Following the development of the draft LCAP, the Director and resource center site leaders met with groups. The Board of Directors will review the final draft during an open Board Meeting on June 13, 2019, and provide final input. Adjustments to the draft LCAP will be made and the final plan will be provided to the Board of Trustees for approval at a regularly scheduled Board meeting on June 17, 2019.

An annual update on the progress of goals that were embedded in the 2018-19 LCAP were reviewed at a regular meeting of the PCI Board of Directors on June 13, 2019. All three goals areas were reviewed and data provided as well as follow-up documentation located on p. 2-23 of the 2018-19 LCAP submission.

Our Board of Directors from Pacific Charter Institute met on June 13th and held a public meeting to review and take final input on the LCAP.

A second meeting of the Board of Directors will be held on June 17th with the approval of the LCAP being an action item. The Board voted to approve the 2019-20 LCAP.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Utilizing stakeholders to assist in the development of the LCAP along with utilizing a survey aligned to the Basic 8 State priorities and having it available online allowed site leaders and homeschool staff the opportunity to direct stakeholders to weigh in on the forming of the LCAP.

A total of 117 surveys were collected and a total of 33 comments on the 15 key questions with 1 open response were analyzed.

The survey asked stakeholders to identify a 'priority' status to the Basic 8 State priorities. This included Conditions of Learning (Basic), Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Parental Involvement, Pupil Engagement, School Climate. Seven of the 8 priorities received High to Extremely High ranking status. Overall the school received a favorable set of responses in regards to the school's implementation or accounting for the 8 State priorities. However, the area that still shows room for improvement is school climate (Parent Involvement). Significant gains were made regarding student access to technology, due in large part to our practice of issuing Surface devices to students to use when off campus.

These rankings and comments were all taken into account while developing the LCAP Plan. Key responses for the following questions had great impact on the LCAP planning. The following are responses that provided high impact:

- Students at our school are achieving as indicated by state test scores, NWEA-MAP, progress reports and/or college readiness assessments. 70% respondents 'Agreed' or 'Strongly Agreed'. This is up from 60% from last year.
- Based upon student's grade level in school, 83% of parents 'Agreed' or 'Strongly Agreed' their students will be college or career ready upon graduation. This represents an increase from 76% identified from the prior year.
- The availability of curriculum, instructional materials and technology reflected a -1% trend over the previous year. Further analysis will be conducted to determine how to address the 5% of parents who 'Disagree' as well as the 18% who either 'Don't Know' or are 'Neutral' to the question.
- Teachers at our school are highly qualified and effectively deliver instruction that increases learning. 93% of respondents 'Agreed' or 'Strongly Agreed'. This is an increase of 9% from the prior year survey.

Overall the survey information indicates we are in alignment with the services our students, families and staff prioritize as both academic deliverables through programs we support in our LCAP goals and services. Based on parent responses, more work must be done to improve student engagement in extra-curricular activities, additional school programs/classes, and parent/family participation at school events.

Given the results of the survey, the States 5x5 Progress Matrix and the State Schools Report Card, we will continue to put an emphasis on the same 3 goals that were used in the 2018-19 LCAP with an emphasis on ensuring that support services are available in the form of specific personnel to support students and families needs.

Shared annually include the Fall-Winter MAP results and Smarter Balanced Assessment Consortium Scores from the 2019 school year. These are factors that are taken into consideration prior to finalizing Goals for future LCAP planning. Additionally, enhanced services were provided to continue making progress regarding EL Status and FY-Homeless students. (see addendum)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Goal 1: Students at Heritage Peak, including those in numerically significant subgroups, will show measurable progress in mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

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 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The school will be in its fourth year of newly adopted mathematics curriculum. Spring 2018 SBAC Scores showed 20% of student's performed either meeting or exceeding the mathematics standards for proficiency. The 2018-19 Preliminary SBAC Performance Summary for Math (shown below) reflect an increase of 2% now assessing in Performance Levels 3 of 4. While the trend is positive, HPCS must continue to focus on improving math proficiency.

2018-19 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

Site: **Heritage Peak Charter**
 Roster Date: **Control Panel (05-28-2019)**
 Grade Levels: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

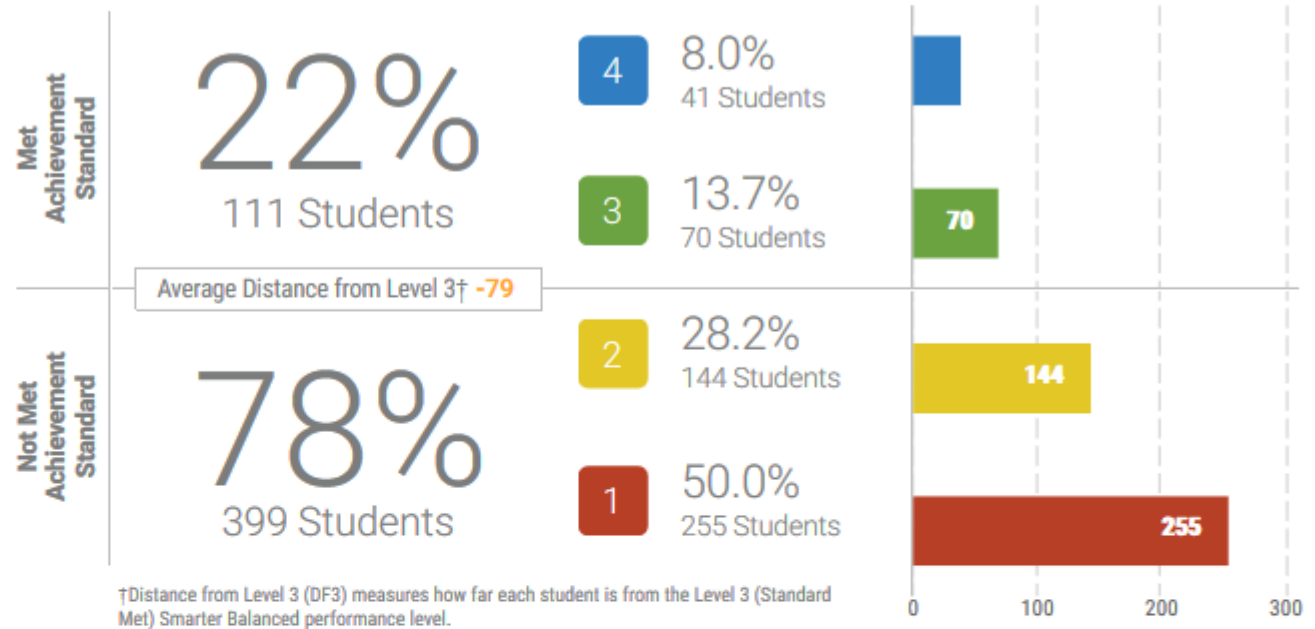
Claim Score Levels

- Above Standard**
- Near Standard**
- Below Standard**

Generated on 06/02/2019 by Illuminate Education™

These partial results are not appropriate for public release.

Overall Performance: 510 Students Tested



Claim Performance: Percent of Students at Each Level

Concepts & Procedures



Problem Solving & Modeling/Data



Communicating Reasoning



ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Classes: **All Classes** Students: **All Students** Add'l Student Group: **All Students**

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The use of NWEA_MAP Fall to Winter Scores for grades 3-8,11th. Spring 2019 CAASPP Scores, or internal Math Benchmarks aligned to State Standards will be used to monitor student progress.	20% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient during Spring 2018 SBAC testing. The baseline would be to grow 5% on CAASPP or exceed 28% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.	Fall to Spring cohort students identified as not proficient in math including those in numerically significant subgroups, will show a 5% progress toward proficiency In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.	Fall to Spring cohort students identified as not proficient in math including those in numerically significant subgroups, will show a 5% progress toward proficiency In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment. Based on 2018-19 Preliminary SBAC Performance Summary, HPCS met this goal.	Fall to Spring cohort students identified as not proficient in math including those in numerically significant subgroups, will show a continued progress toward proficiency In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

All Schools
Specific Grade Spans: MAP Testing supports grades 3-11th but is available for all grade levels.
Content teachers are used for grades 6-12th grade.

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.

1.1 Use of NWEA-MAP (for all 3-11th grade students)

1.2 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels.

1.3 The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms.

2018-19 Actions/Services

1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.

1.1 Use of NWEA-MAP (for all 3-11th grade students)

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2019-20 Actions/Services

1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.

1.1 Use of NWEA-MAP (for all 3-11th grade students)

1.2 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels.

1.3 The use of content specialists will be used to provide math instruction for grades 6-12th grade students through direct instruction or via virtual classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	0000: Unrestricted There is no additional cost to support 1.1	0000: Unrestricted There is no additional cost to support 1.1	0000: Unrestricted There is no additional cost to support 1.1
Amount			\$9,786.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Annual Subscription cost for NWEA Testing.	4000-4999: Books And Supplies Annual Subscription cost for NWEA Testing.	4000-4999: Books And Supplies Annual Subscription cost for NWEA Testing.
Amount	\$9,786.00	\$9,786.00	\$0.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Annual Illuminate Contract for Supporting Student Data and Benchmark tests.	4000-4999: Books And Supplies Annual Illuminate Contract for Supporting Student Data and Benchmark tests.	4000-4999: Books And Supplies Annual Illuminate Contract for Supporting Student Data and Benchmark tests.
Amount	\$379,036.00	\$334,000.00	\$334,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Supports 4 Math and 4 Science Content Teachers	1000-1999: Certificated Personnel Salaries Supports 3 Math and 3 Science Content Teachers	1000-1999: Certificated Personnel Salaries Supports 3 Math and 3 Science Content Teachers
Amount			\$114,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Dean of Academics	1000-1999: Certificated Personnel Salaries Dean of Academics

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.

1.2.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable.

1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for HPCS 7-12th grade students.

1.2.3 Support for a Virtual Learning Coordinator

2018-19 Actions/Services

1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.

1.2.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable.

1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for HPCS 7-12th grade students.

1.2.3 Support for a Virtual Learning Coordinator

2019-20 Actions/Services

1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.

1.2.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable.

1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for HPCS 7-12th grade students.

1.2.3 Support for a Virtual Learning Coordinator

1.2.4 The use of Next Gen. math program will be implemented for all k-8th grade students

1.2.4 The use of Next Gen. math program will be used for Grades K-8th as a math supplemental

1.2.4 The use of Next Gen. math program will be used for Grades K-8th as a math supplemental

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,037	\$150,037	\$77,714
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Online programs support through Edmentum or Compass-Odyssey Learning.	4000-4999: Books And Supplies Online programs support through Edmentum Learning.	4000-4999: Books And Supplies Online programs support through Edmentum Learning.
Amount	\$2500.00	\$2500.00	\$2500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Support for virtual hardware or software associated to distance learning.	4000-4999: Books And Supplies Support for virtual hardware or software associated to distance learning.	4000-4999: Books And Supplies Support for virtual hardware or software associated to distance learning.
Amount	\$6,000	\$6,000	\$6,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries This would be 'Stipend' amount used to support all teachers and staff training or accessing the Virtual Learning Platform.	1000-1999: Certificated Personnel Salaries This would be 'Stipend' amount used to support all teachers and staff training or accessing the Virtual Learning Platform.	1000-1999: Certificated Personnel Salaries This would be 'Stipend' amount used to support all teachers and staff training or accessing the Virtual Learning Platform.

Amount	\$8,000.00	\$8,000.00	\$8,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Online support program aligned to common core standards for mathematics	4000-4999: Books And Supplies Online support program aligned to common core standards for mathematics	4000-4999: Books And Supplies Online support program aligned to common core standards for mathematics
Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

1.3 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.

1.3 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction. Teachers will attend AVID Professional Development that is designed to increase student engagement and learning.

1.3 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction. Teachers will attend AVID Professional Development that is designed to increase student engagement and learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$8,000.00	\$8,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Used for PD for Math content teachers in either HELM, IS or Homeschool support	1000-1999: Certificated Personnel Salaries Used for PD for Math content teachers in either HELM, IS or Homeschool support	1000-1999: Certificated Personnel Salaries Used for PD for Math content teachers in either HELM, IS or Homeschool support
Amount			\$3,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Used for PLTW Professional Development	1000-1999: Certificated Personnel Salaries Used for PD for Project Lead the Way
Amount		\$5,000.00	\$56,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Used for AVID PD	1000-1999: Certificated Personnel Salaries Used for AVID PD

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:

1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 5 HPCS resource centers.

1.4.2 Rio Linda, W. Sac and the HPCS HELM program will identify and use a staff member that will provide site support for EL students through additional instructional, 1-1, small group or whole group instruction using EL best practice

2018-19 Actions/Services

An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:

1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 3 HPCS resource centers and 3 home-school programs.

1.4.2 All six HPCS programs will identify and use a staff member that will provide support for EL students through additional instruction, 1-1, small group or whole group instruction using EL best practice

2019-20 Actions/Services

An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:

1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 3 HPCS resource centers and 3 home-school programs.

1.4.2 All six HPCS programs will identify and use a staff member that will provide support for EL students through additional instruction, 1-1, small group or whole group instruction using EL best practice

instructional strategies coordinated with the PCI EL Coordinator.

instructional strategies coordinated with the PCI EL Coordinator.

instructional strategies coordinated with the PCI EL Coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$25,000.00	\$25,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Use of a PCI EL Coordinator	1000-1999: Certificated Personnel Salaries Use of a PCI EL Coordinator	1000-1999: Certificated Personnel Salaries Use of a PCI EL Coordinator
Amount	\$25,000.00	\$25,000.00	\$25,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries A maximum of 2 EL Site Assistants and 3 Instructional Assistants will be used to support EL Students.	1000-1999: Certificated Personnel Salaries One staff member from each program will provide EL support for identified students.	1000-1999: Certificated Personnel Salaries One staff member from each program will provide EL support for identified students.
Amount			\$2,695.00
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Staffing for EL Support Class

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.5 Heritage Peak Charter school will provide facilities for an equitable learning environment for all students with an emphasis on unduplicated students, foster-homeless youth and EL status

2018-19 Actions/Services

1.5 Heritage Peak Charter school will provide facilities for an equitable learning environment for all students with an emphasis on unduplicated students, foster-homeless youth and EL status

2019-20 Actions/Services

1.5 Heritage Peak Charter school will provide facilities for an equitable learning environment for all students with an emphasis on unduplicated students, foster-homeless youth and EL status

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	166,487	136,000.00	136,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities	5000-5999: Services And Other Operating Expenditures Facilities	5000-5999: Services And Other Operating Expenditures Facilities

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.6 Certificated and classified staff all work together at HPCS for to provide a quality educational environment for all students including Special Education students, English Learners, Foster and Homeless Youth and other students undesignated.

2018-19 Actions/Services

1.6 Certificated and classified staff all work together at HPCS for to provide a quality educational environment for all students including Special Education students, English Learners, Foster and Homeless Youth and other students undesignated.

2019-20 Actions/Services

1.6 Certificated and classified staff all work together at HPCS for to provide a quality educational environment for all students including Special Education students, English Learners, Foster and Homeless Youth and other students undesignated.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Goal 2. Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress in reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

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:

Identified Need:

Our 2017-18 Smarter Balanced Performance Summary Report shows 40% of students assess in Performance Levels 3 or 4. This is a 4% increase in overall proficiency for students in grades 3-8th and 11th over the prior year. We need to continue to increase our overall number of students testing proficient.

2017-18 Smarter Balanced

Performance Summary

ELA (Summative): All Grades

Site: **Heritage Peak Charter**
 Roster Date: **Control Panel (05-28-2019)**
 Grades: **All**
 English Proficiencies: **All**
 Reported Race: **All Reported Races**
 Gender(s): **Male & Female**
 Special Education: **Special & Non Special Ed**
 Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

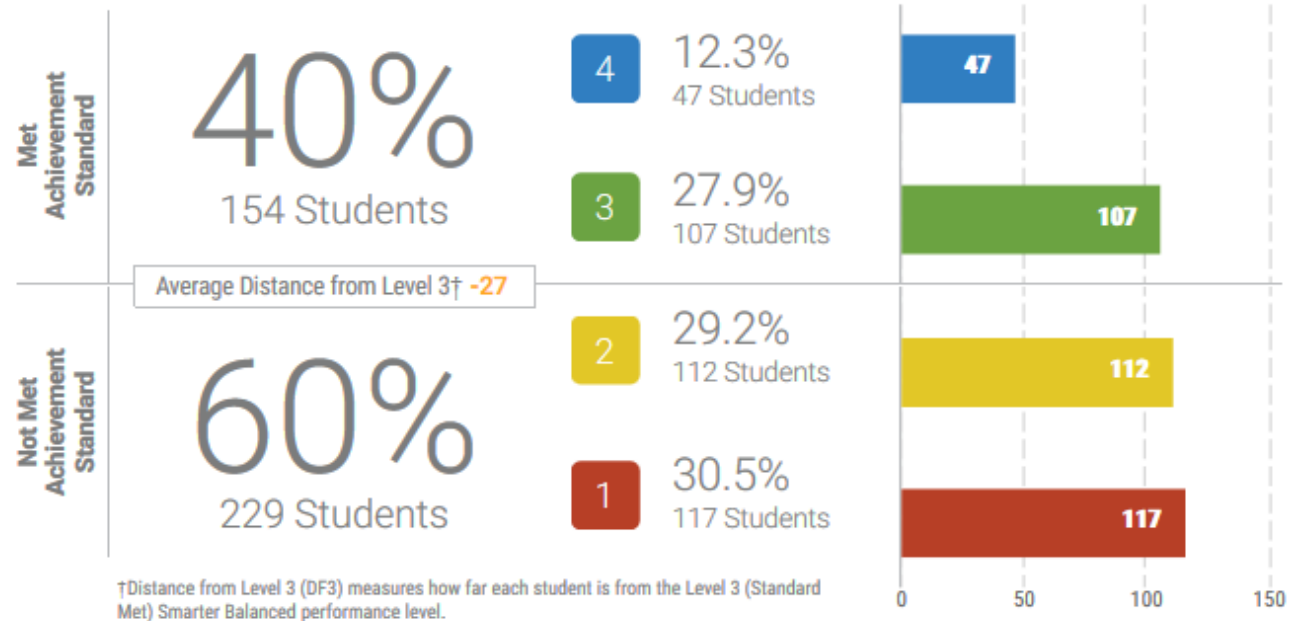
- 4 **Standard Exceeded**
- 3 **Standard Met**
- 2 **Standard Nearly Met**
- 1 **Standard Not Met**

Claim Score Levels

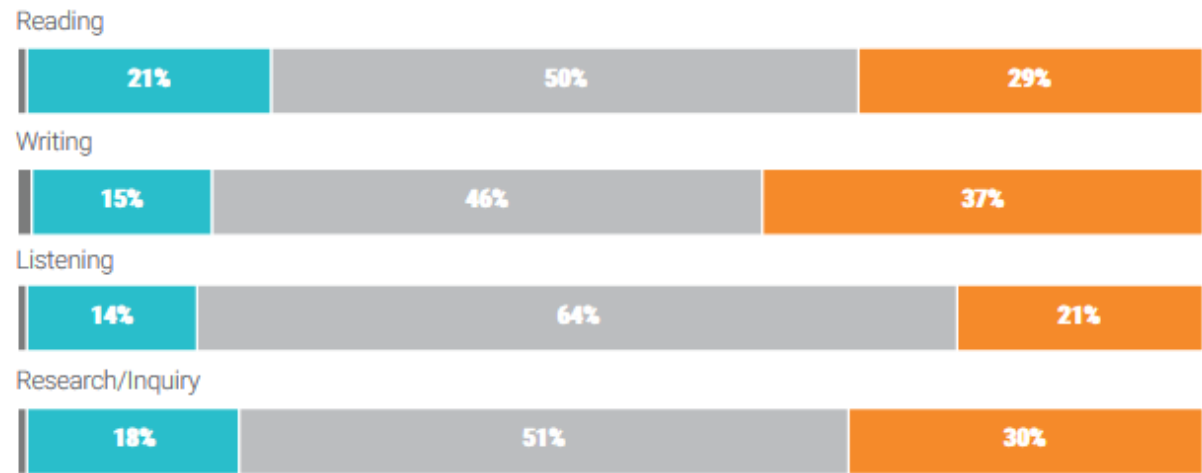
- Above Standard**
- Near Standard**
- Below Standard**
- No score/Not taken**

Generated on 06/02/2019
 by Illuminate Education™

Overall Performance: 383 students



Claim Performance: Percent of Students at Each Level



Calculations include students tested out of district. ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Classes: **All Classes** Students: **All Students** Add Student Group: **All Students**

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>The use of NWEA_MAP Fall to Winter Scores for grades 3-8,11th. Spring 2018 CAASPP Scores, or internal Reading Benchmarks aligned to State Standards will be used to monitor student progress.</p>	<p>38% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Multi-Year Cohort Comparison Report (shown below) reflect a slight improvement in cohort performance versus 'All-Student' performance. The baseline would be to make measurable improvements on SBAC, or exceed 45% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.</p>	<p>Fall to Spring cohort students identified as not proficient in reading including those in numerically significant subgroups, will show a 5% progress toward proficiency In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.</p>	<p>Fall to Spring cohort students identified as not proficient in reading including those in numerically significant subgroups, will show a 5% progress toward proficiency In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.</p>	<p>Fall to Spring cohort students identified as not proficient in reading including those in numerically significant subgroups, will show a 5% progress toward proficiency In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.</p>

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Smarter Balanced

Subject: English-Language A

Overall & Claim Perform

Year	Total Tested	Meet Stand
2017-18	87	40 Aver
2016-17	87	31 Aver
2015-16	87	29 Aver

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.1 All students grades K-11th will be assessed 2x yearly
2.1.2 Use of NWEA-MAP (for all 2-11th grade students)
2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels.

2018-19 Actions/Services

2.1 All students grades 3-11th will be assessed 2x yearly using NWEA-MAP testing. Students in K-2 will be assessed using DIBELS during the fall, winter, and spring.
2.1.2 Use of NWEA-MAP (for all 3-11th grade students)
2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels.
2.1.4 The implementation of Journey's curriculum for grades K-5th was prioritized for the 2018-19 school year.

2019-20 Actions/Services

2.1 All students grades 3-11th will be assessed 2x yearly using NWEA-MAP testing. Students in K-2 will be assessed using DIBELS during the fall, winter, and spring.
2.1.2 Use of NWEA-MAP (for all 3-11th grade students)
2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	(covered in Goal Area 1)	(covered in Goal Area 1)	(covered in Goal Area 1)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Teacher Support to meet State Priority 1
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Empty selection box]

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync.
2.1.7 Supplemental materials as pre-identified by Administration and Instructional staff will be purchased to support student learning and instruction (HMH Journey's Curriculum K-5th)

2018-19 Actions/Services

2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum.

2019-20 Actions/Services

2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000.00	\$3,000.00	\$3,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync.	1000-1999: Certificated Personnel Salaries 2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum.	1000-1999: Certificated Personnel Salaries 2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 6-12th grade
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: 6-12th grade
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2.3 Prepared pacing guides for the Study Sync Curriculum with pre-determined assessments with benchmarks will be developed for grade 6-12th grade for the 2017-18 school.

2018-19 Actions/Services

2.3 Prepared pacing guides for the Study Sync Curriculum with pre-determined assessments with benchmarks will be developed for grade 6-12th grade for the 2018-19
2.4 Prepared pacing and professional development for the use of the HMH Journeys curriculum will be provided and delivered from the PCI ELA Specialist for the 2018-19 school year.

2019-20 Actions/Services

2.3 Prepared pacing guides for the Study Sync Curriculum with pre-determined assessments with benchmarks will be developed for grade 6-12th grade for the 2019-20
2.4 Prepared pacing and professional development for the use of the HMH Journeys curriculum will be provided and delivered from the PCI ELA Specialist for the 20110-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000.00	\$2000.00	\$2000.00
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries 5 staff used to prepare Pacing guides	1000-1999: Certificated Personnel Salaries 5 staff used to prepare Pacing guides	1000-1999: Certificated Personnel Salaries 5 staff used to prepare Pacing guides

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.4 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.
2.4.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable or as needed based on assessment outcomes that show less than proficient status in reading.
2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs

2018-19 Actions/Services

2.4 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.
2.4.1 The use of Edmentum products will be available for all students as deemed applicable or as needed based on assessment outcomes that show less than proficient status in reading.
2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs

2019-20 Actions/Services

2.4 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.
2.4.1 The use of Edmentum products will be available for all students as deemed applicable or as needed based on assessment outcomes that show less than proficient status in reading.
2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs	2000-2999: Classified Personnel Salaries 2.4..2 An online supplemental supports coordinator position will be provided for K-8 support programs.	2000-2999: Classified Personnel Salaries 2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students showing low performing Reading skills
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated

assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:

1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 5 HPCS resource centers.

1.4.2 Rio Linda, W. Sac and the HPCS HELM program will identify and use a staff member that will provide site support for EL students through additional instructional, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.

assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:

1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 3 HPCS resource centers and 3 home-school programs.

1.4.2 All six HPCS programs will identify and use a staff member that will provide site support for EL students through additional instruction, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.

assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:

1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 3 HPCS resource centers and 3 home-school programs.

1.4.2 All six HPCS programs will identify and use a staff member that will provide site support for EL students through additional instruction, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	(covered in Goal Area 1)	(covered in Goal Area 1)	(covered in Goal Area 1)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Goal 3 HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance.

State and/or Local Priorities addressed by this goal:

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

Identified Need:

HPCS drop-out and cohort match graduation rate is slightly above (1.8%) State, however slightly below (1%) authorizing District accountability rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase	The 2015-16 final report on cohort graduation rate was reported at 78% of eligible seniors graduation on time. We believe our rate for 2016-17 will exceed	The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase	The dropout rate associated to cohort matched 9-12th graders will measurably decrease annually. The cohort matched graduation rate for	The dropout rate associated to cohort matched 9-12th graders will measurably decrease annually. The cohort matched graduation rate for

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	82% . Therefore we are striving to meet or exceed 85% for the 2017-18 school year. For the 2018-19 school year, our target graduation rate is 88%.	by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	seniors will measurably increase annually. 100% of our graduating students enrolled with us for more than 2 years will successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.	seniors will measurably increase annually. 100% of our graduating students enrolled with us for more than 2 years will successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: SB 1806

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

2017-18 Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 2.5 FTE Counselors.
3.1.2 Provide counseling and career technical education outreach to families-providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.
3.1.3 A family resource and support center that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.

2018-19 Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.
3.1.2 Provide counseling and career technical education outreach to families-providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.
3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.
3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at'risk or needing AB 1806 assistance.

2019-20 Actions/Services

3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.
3.1.2 Provide counseling and career technical education outreach to families-providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.
3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.
3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at'risk or needing AB 1806 assistance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$231,836.0	\$153,000.00	\$225,323.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 2.5 FTE Counselors.	1000-1999: Certificated Personnel Salaries 3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices. 3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at'risk or needing AB 1806 assistance.	1000-1999: Certificated Personnel Salaries 3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices. 3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at'risk or needing AB 1806 assistance.
Amount	\$2000.00	\$2000.00	\$2000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 3.1.3 A family resource and support center that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.	4000-4999: Books And Supplies 3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.	4000-4999: Books And Supplies 3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: 11th and 12th graders eligible for CTE Classes.

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3.2 Broad Course Options that support student learning will consist of the following:
3.2.2 A-G aligned Math Class options that include Pre-Calculus for 4 year Math students.
3.2.5 Minimum of 2 CTE Medical Courses available to students

2018-19 Actions/Services

3.2 Broad Course Options that support student learning will consist of the following:
3.2.2 A-G aligned Math Class options that include Pre-Calculus for 4 year Math students.
3.2.5 Minimum of 2 CTE Medical Courses available to students

2019-20 Actions/Services

3.2 Broad Course Options that support student learning will consist of the following:
3.2.2 A-G aligned Math Class options that include Pre-Calculus for 4 year Math students.
3.2.5 Minimum of 2 CTE Medical Courses available to students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$46,967.00	\$46,967.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1.0 CTE Medical Teacher	1000-1999: Certificated Personnel Salaries 1.0 CTE Medical Teacher

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: FY-Homeless
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless.

2018-19 Actions/Services

(see budgeted expenditures 3.1.4)

2019-20 Actions/Services

(see budgeted expenditures 3.1.4)

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,000.00	\$26,827.00	\$26,827.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless.	1000-1999: Certificated Personnel Salaries 3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless.	1000-1999: Certificated Personnel Salaries 3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

3.4 Professional Development will be provided to staff and counseling services aligned to CTE, College and Career Readiness, Student Support services.
3.4.1 5 FTE attendance to CASC Conf.

3.4 Professional Development will be provided to staff and counseling services aligned to CTE, College and Career Readiness, Student Support services.
3.4.1 Although 5 FTE were budgeted to attend the CASC Conference, due to personnel and family status changes, the decision was made to forego the conference in 2018-19.

3.4 Professional Development will be provided to staff and counseling services aligned to CTE, College and Career Readiness, Student Support services.
3.4.1 5 FTE attendance to CASC Conference.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4200.00	\$0.00	\$4200.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.4.1 5 FTE attendance to CASC Conf.	1000-1999: Certificated Personnel Salaries 3.4.1 5 FTE attendance to CASC Conf.	1000-1999: Certificated Personnel Salaries 3.4.1 5 FTE attendance to CASC Conf.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Assistance in ensuring

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$972,012.00

Percentage to Increase or Improve Services

10.52%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The three goals that are outlined in the 2018-19 goals are the following:

1) Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Total \$ amount= \$781,252.00

2) Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In Reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Total \$ amount= \$5,000.00

3) HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four college acceptance.

Total \$ amount= \$232,994.00

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$939,374.00

9.92%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The three goals that are outlined in the 2017-18 goals are the following:

1) Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Total \$ amount= \$1,047,906.00

2) Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In Reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Total \$ amount= \$15,000.00

3) HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four college acceptance.

Total \$ amount= \$285,003.00

11% of the total services for FY-Homeless, EL and Socio-Economic direct services will be increased through either direct personnel support or additional materials, and programs.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,200,000.00.00

14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The three goals that are outlined in the 2017-18 goals are the following:

1) Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Total \$ amount= \$876,323.00

2) Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In Reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

Total \$ amount= \$103,000.00

3) HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four college acceptance.

Total \$ amount= \$236,036.00

13% of the total services for FY-Homeless, EL and Socio-Economic direct services will be increased through either direct personnel support or additional materials, and programs.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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 supported 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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	939,374.00	1,070,542.00	1,060,882.00	943,117.00	1,110,012.00	3,114,011.00
	0.00	0.00	46,000.00	0.00	0.00	46,000.00
Base	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
LCFF	136,000.00	136,000.00	166,487.00	136,000.00	136,000.00	438,487.00
Other	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
Supplemental and Concentration	791,374.00	932,542.00	836,395.00	805,117.00	972,012.00	2,613,524.00
Title I	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	939,374.00	1,070,542.00	1,060,882.00	943,117.00	1,110,012.00	3,114,011.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	616,851.00	833,042.00	712,072.00	634,794.00	874,012.00	2,220,878.00
2000-2999: Classified Personnel Salaries	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
4000-4999: Books And Supplies	172,323.00	101,500.00	172,323.00	172,323.00	100,000.00	444,646.00
5000-5999: Services And Other Operating Expenditures	140,200.00	136,000.00	166,487.00	136,000.00	136,000.00	438,487.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	939,374.00	1,070,542.00	1,060,882.00	943,117.00	1,110,012.00	3,114,011.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	46,000.00	0.00	0.00	46,000.00
1000-1999: Certificated Personnel Salaries	Other	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	614,851.00	831,042.00	664,072.00	632,794.00	872,012.00	2,168,878.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	172,323.00	101,500.00	172,323.00	172,323.00	100,000.00	444,646.00
5000-5999: Services And Other Operating Expenditures	LCFF	136,000.00	136,000.00	166,487.00	136,000.00	136,000.00	438,487.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,200.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	691,380.00	781,252.00	761,846.00	709,323.00	799,695.00	2,270,864.00
Goal 2	15,000.00	5,000.00	15,000.00	5,000.00	5,000.00	25,000.00
Goal 3	232,994.00	284,290.00	284,036.00	228,794.00	305,317.00	818,147.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	Heritage Peak Charter School
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	34765050108415
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Scott Stack, Director
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	\$10,208,165
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	\$972,012
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	\$244,706
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	\$622,300
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	\$257,788
Total Projected Revenue There is no entry required as the total is calculated for you	\$11,332,959

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	\$11,262,189
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	\$972,012
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	\$972,012
Expenditures Not in the LCAP	\$10,290,177

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	\$939,374
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	\$939,374

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	\$0
2018-19 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	General fund budget expenditures for the LCAP year not included in the LCAP include salaries for multiple subject teachers, support and administrative staff, as well as curriculum/materials not included in the current year LCAP, predominately used by our home school population.
The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.	The budgeted amount included in the LCAP will provide technology devices, online access, math and reading support for high needs students to include one-on-one or small group tutoring.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage Peak Charter School

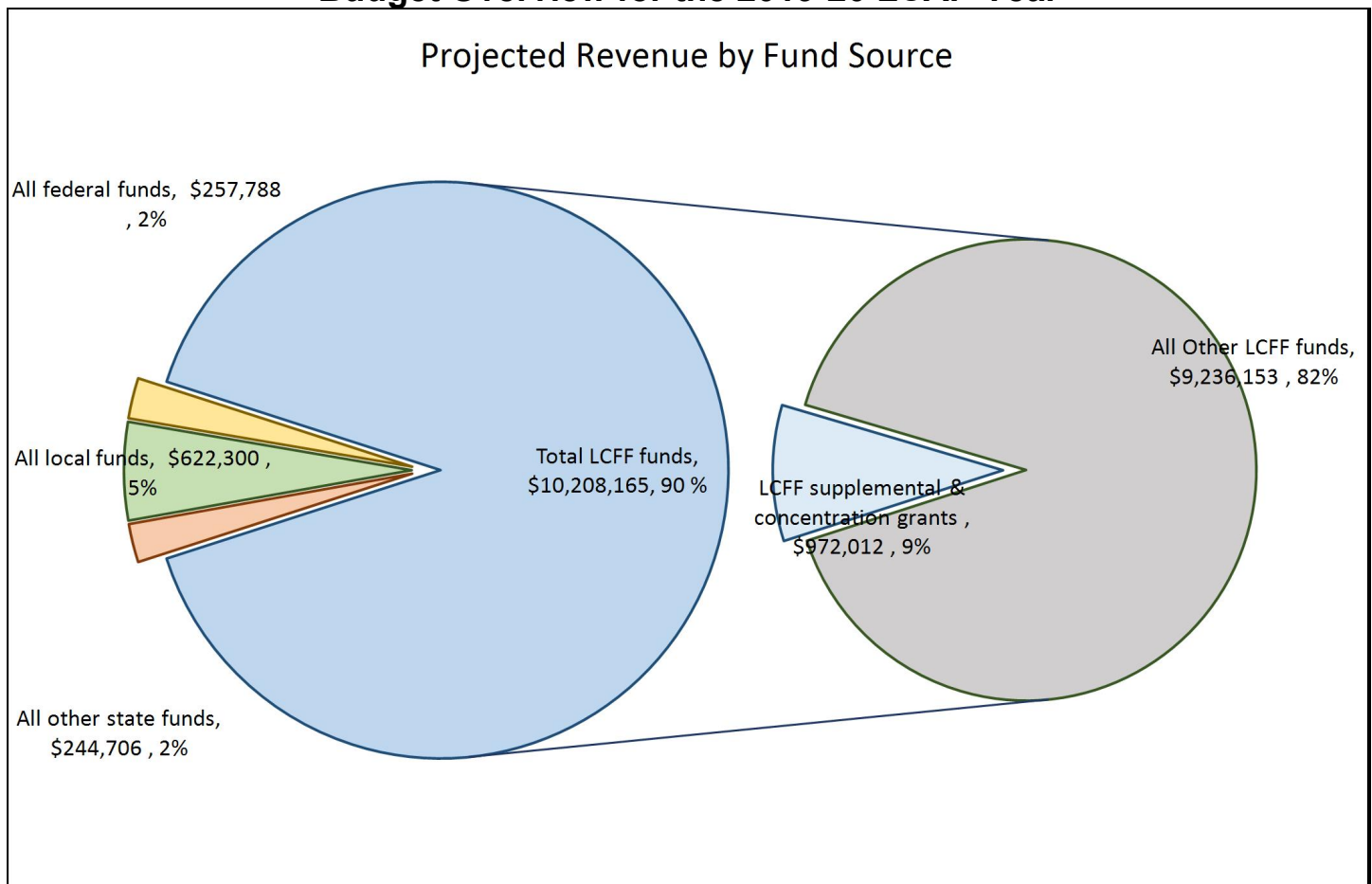
CDS Code: 34765050108415

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Scott Stack, Director

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 2019-20 LCAP Year

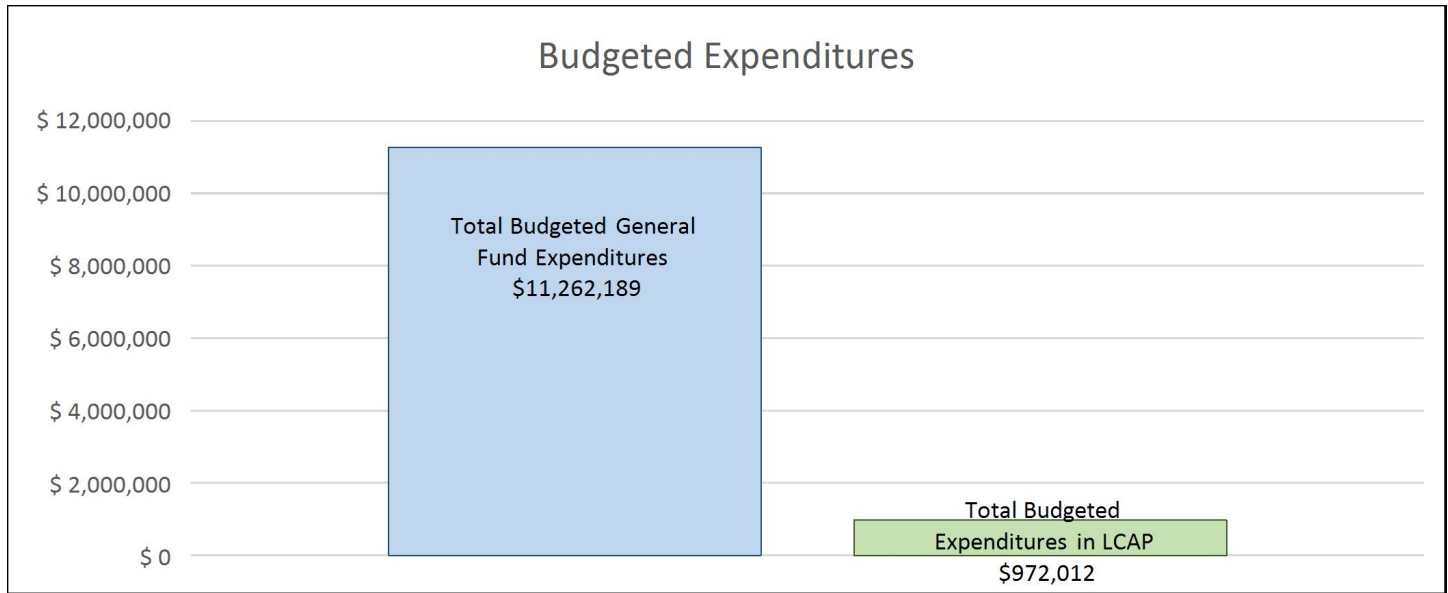


This chart shows the total general purpose revenue Heritage Peak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Heritage Peak Charter School is \$11,332,959, of which \$10,208,165 is Local Control Funding Formula (LCFF), \$244,706 is other state funds, \$622,300 is local funds, and \$257,788 is federal funds. Of the \$10,208,165 in LCFF Funds, \$972,012 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Heritage Peak Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Heritage Peak Charter School plans to spend \$11,262,189 for the 2019-20 school year. Of that amount, \$972,012 is tied to actions/services in the LCAP and \$10,290,177 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures for the LCAP year not included in the LCAP include salaries for multiple subject teachers, support and administrative staff, as well as curriculum/materials not included in the current year LCAP, predominately used by our home school population.

Increased or Improved Services for High Needs Students in 2019-20

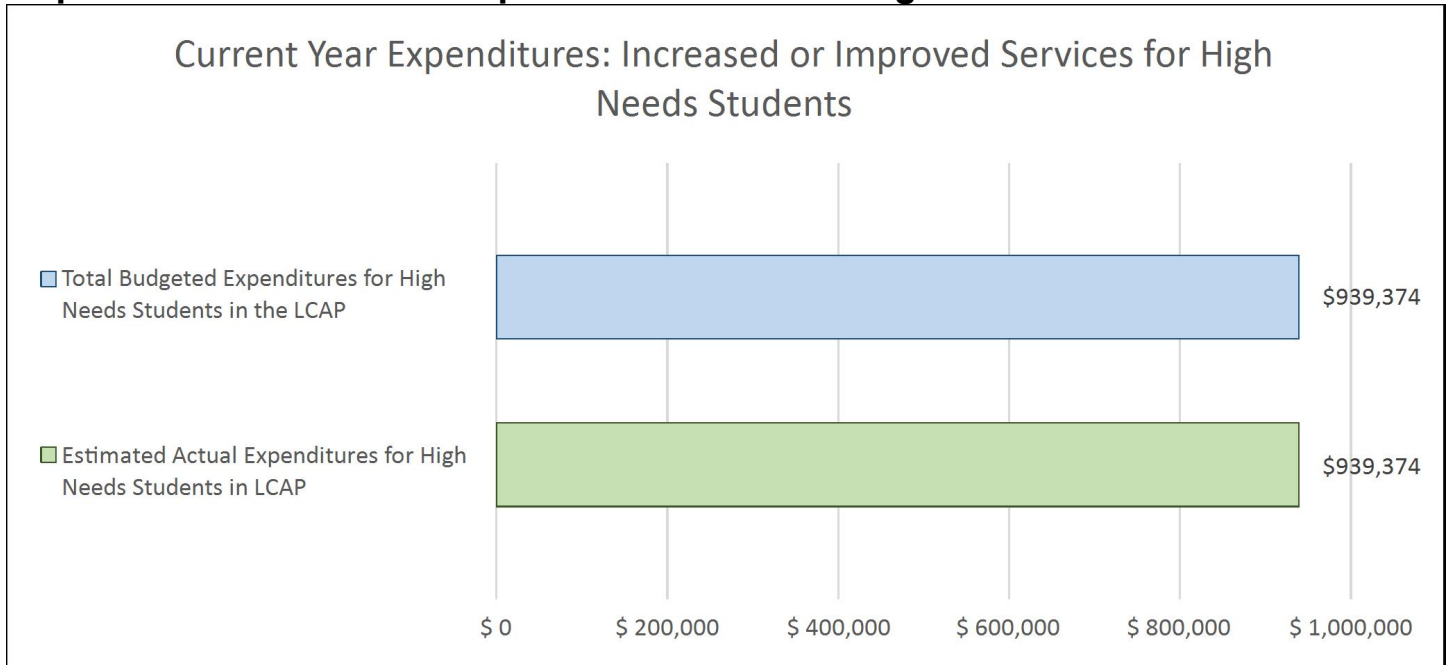
In 2019-20, Heritage Peak Charter School is projecting it will receive \$972,012 based on the enrollment of foster youth, English learner, and low-income students. Heritage Peak Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Heritage Peak Charter School plans to spend \$972,012 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

The budgeted amount included in the LCAP will provide technology devices, online access, math and reading support for high needs students to include one-on-one or small group tutoring.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Heritage Peak Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Heritage Peak 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 2018-19, Heritage Peak Charter School's LCAP budgeted \$939,374 for planned actions to increase or improve services for high needs students. Heritage Peak Charter School estimates that it will actually spend \$939,374 for actions to increase or improve services for high needs students in 2018-19.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Heritage Peak Charter School

CDS Code:

34765050108415

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Heritage Peak Charter School's strategy for using federal funds to supplement local priorities as reflected in the LCAP will focus efforts on improving Math and ELA performance in all numerically significant subgroups. These strategies include programmatic changes (additional curriculum/support resources) as well as support services (small-group instructional support, tutoring). Even though incremental gains were realized in our 2018-19 Preliminary SBAC Performance Summary for Math, HPCS still must continue efforts to improve student performance in this area. Additionally, the same report for ELA reflects a slight dip in students assessing in Performance Levels 3 and 4, indicating HPCS must undertake additional efforts to improve student performance in this area as well.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Title 1 funds are used to support tutoring efforts at all six HPCS program models. Additionally, Title 1 funds are also used to supply technology devices for student use to access Common Core aligned curriculum and support services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

HPCS is using federal funding to supplement and enhance actions and services funded by state funding sources that are designed to close the achievement gap, supporting all students in meeting challenging state academic standards, as reflected in our LCAP. These funds are used for the the salaries of single subject teachers in Math, ELA, and Science classes. Since many of our students are identified as low socio-economic status, funds have been identified in our LCAP to provide technology devices and access to the internet, enabling students to access our A-G courses taught by highly qualified HPCS or PCI staff in a virtual classroom setting or by highly qualified vendors who also offer instruction in these classes. Interventions, both on-site and online are also offered to students as a result of this funding.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Students at Heritage Peak Charter School attend small group, on-site classes twice weekly. No students were suspended or expelled during the 2018-19 school year.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The Heritage Peak Charter School LCAP is used to fund the salaries of three academic counselors, an academic dean, one FTE instructor in our CTE Medical pathways courses, as well as online CTE curriculum. Additionally, the LCAP funds instructors at the middle- and high school level for Project Lead the Way Engineering pathways.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

N/A

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

N/A

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Heritage Peak Charter School has met all highly qualified teacher requirements. All Title 1 sites have fully credentialed teachers on staff.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Director of Heritage Peak Charter School (HPCS) and his designee's have shared a description of the LCAP process, and have provided to stakeholders the template that needed to be completed. A specific web link and survey was developed pertaining to both the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). The survey was available in English, Spanish and Russian versions that asked for priority rankings of the desired Basic 8 State Priorities Data from the survey and stakeholders meetings was reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, school climate and input was taken regarding district needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs.

Utilizing stakeholders to assist in the development of the LCAP along with utilizing a survey aligned to the Basic 8 State priorities and having it available online allowed site leaders and homeschool staff the opportunity to direct stakeholders to weigh in on the forming of the LCAP.

A total of 117 surveys were collected and a total of 33 comments on the 15 key questions with 1 open response were analyzed.

The survey asked stakeholders to identify a 'priority' status to the Basic 8 State priorities. This included Conditions of Learning (Basic), Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Parental Involvement, Pupil Engagement, School Climate. Seven of the 8 priorities received High to Extremely High ranking status. Overall the school received a favorable set of responses in regards to the school's implementation or accounting for the 8 State priorities. However, the area that still shows room for improvement is school climate (Parent Involvement). Significant gains were made regarding student access to technology, due in large part to our practice of issuing Surface devices to students to use when off campus.

These rankings and comments were all taken into account while developing the LCAP Plan. Key responses for the following questions had great impact on the LCAP planning. The following are responses that provided high impact:

- Students at our school are achieving as indicated by state test scores, NWEA-MAP, progress reports and/or college readiness assessments. 70% respondents 'Agreed' or 'Strongly Agreed'. This is up from 60% from last year.
- Based upon student's grade level in school, 83% of parents 'Agreed' or 'Strongly Agreed' their students will be college or career ready upon graduation. This represents an increase from 76% identified from the prior year.
- The availability of curriculum, instructional materials and technology reflected a -1% trend over the previous year. Further analysis will be conducted to determine how to address the 5% of parents who 'Disagree' as well as the 18% who either 'Don't Know' or are 'Neutral' to the question.
- Teachers at our school are highly qualified and effectively deliver instruction that increases learning. 93% of respondents 'Agreed' or 'Strongly Agreed'. This is an increase of 9% from the prior year survey.

Overall the survey information indicates we are in alignment with the services our students, families and staff prioritize as both academic deliverables through programs we support in our LCAP goals and services. Based on parent responses, more work must be done to improve student engagement in extra-curricular activities, additional school programs/classes, and parent/family participation at school events.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Heritage Peak Charter School has three academic counselors who work to identify homeless youth and to determine their needs. Working with our Foster Youth/Homeless advocate, resources are provided from Title 1 funds to assist these students with bus passes, food while at school, clothing, personal hygiene supplies and school supplies.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A