

# 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)

[LCFF Evaluation Rubrics](#): 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 K-8 Charter School

Shawn Roner, Executive Director

[sroner@echs.org](mailto:sroner@echs.org)

760-737-3154

## 2017-20 Plan Summary

### The Story

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

Heritage K-8 Charter school is located in Escondido, California in north San Diego County. The school is proud of its consistently high student performance since its inception in 2004. In 2011, the school was recognized as the top charter school in the state by the University of Southern California. Heritage serves students in Kindergarten through eighth grade primarily through a traditional classroom setting. In the fall of 2016, the school added a Flex Program to provide an alternative to students and their parents who prefer a home-based/hybrid learning format. In the fall of 2017, the school reabsorbed students from the Heritage Digital Academy Middle School (HDAMS) under the Heritage K-8 charter. For the 2019-20 school year, the school will continue to be organized into two learning options - Traditional and Flex. The Traditional Learning option includes Heritage Elementary (grades K-6) and Heritage Junior High (grades 7-8). The Flex Learning option is run by Heritage Flex Academy (grades K-8). Combined enrollment for all three programs is currently 1,128.

### LCAP Highlights

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

English Language Arts and Mathematics continue to be in the green category for All Students, showing slight gains over last year. This year's LCAP will continue to focus on improving pupil learning. To this end, we have had great success with targeting the LCFF funds with a variety of interventions that benefit all students as well as the socioeconomically disadvantaged population, which is the basis for our supplemental funding. The socioeconomically disadvantaged population is currently 46 percent of the school's enrollment. The funding and expansion of these interventions will continue for the 2019-20 school year.

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Heritage K-8 Charter School continues to be a high-performing school with continued progress in improving pupil achievement. The LCFF Evaluation Rubrics (Dashboard) show that All Students have achieved the level Green (High) on the currently available indicators for English Language Arts and Mathematics.

Referring to the LCFF Evaluation Rubrics, 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

Chronic Absenteeism was incorrectly reported as increasing by 14.3% for all students and 18.1% for the Socioeconomically Disadvantaged group, but this statistic is incorrect. The Synergy system that tracks this information incorrectly classified tardies as absences, which severely skewed the results. We are working with the San Diego County Office of Education to correct the data reporting error. Suspensions, although still in the medium range, increased by 1.5% for All Students and 1.9% for the Socioeconomically Disadvantaged group. The school will implement strategies decrease these numbers.

Referring to the LCFF Evaluation Rubrics, 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

For English Language Arts, the Socioeconomically Disadvantaged group was in the Orange category while All Students were in the Green category.

In mathematics, the Socioeconomically Disadvantaged group was within one performance level of All Students, which were in the Green level.

In the Chronic Absenteeism category, the Socioeconomically Disadvantaged group performed one level higher than All Students.

On the suspension indicator the Low Income group was at the same level as All Students,.

The school will analyze these results and determine the most appropriate means to address them. Our LCAP goals will continue to focus on mathematics performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

### Increased or Improved services

Heritage K-8 Charter School will continue to provide and increase a variety on intervention services for all students and Socioeconomically Disadvantaged students, which is the group upon which its LCFF supplemental funding is based. Interventions will include, but are not limited to: Math Lab; one-on-one tutorial; Saturday School; and online resources.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 11,033,395
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,230,133

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures included regular classroom teacher salaries, facilities leasing and maintenance, support personnel, and general administrative functions of the school.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 10,085,187

# 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: Improve Pupil Learning

Student achievement will increase annually with a focus on mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

## Annual Measureable Outcomes

Expected

Actual

All students will show gains in mathematics from the previous year, as demonstrated through any of the following metrics: grades, proficiency rates, standardized test scores, or any other measurable outcome.

The LCFF Evaluation Rubrics (Dashboard) show that All Students have achieved the level Green (high) on the currently available mathematics indicators, with an increase of 7.5 points.

Student achievement in other core subjects will be analyzed and compared to previous years. Gains or losses will be quantified through the use of any measurable outcomes including standardized tests, grades, proficiency rates etc.

ELA scores for grades 3-8 were in the Green (high) category for All Students and maintained status with an increase of 0.8 points.

Student achievement in the low income subgroup will show gains from the prior year based on standardized test scores and any other measurable outcome.

The Socioeconomically Disadvantaged group, which comprises 46% of the school's population, had a Yellow level in mathematics and maintained the status from the previous year with slight gains of 0.5 points.

Expected

Actual

In English Language Arts, the Socioeconomically Disadvantaged group was at the Orange level, with a slight decline of 1.4 points.

## 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><u>Interventions</u></p> <p>Student performance will be analyzed, and weak areas will be identified. All students will have access to interventions to improve academic performance including, but not limited to:</p> <ul style="list-style-type: none"> <li>• K-6 tutorials before and after school four days per week</li> <li>• Hire an additional first grade teacher and aide hired to reduce first grade class size from 26 to 20</li> <li>• Utilize Learn 360, Reading A_Z, Brain Pop, RAZ Kids, and It's Learning software to supplement classroom instruction</li> <li>• Grades 7-8 tutorials after school</li> <li>• Math lab grades 7-8</li> <li>• Additional math aid to be hired to assist low performing students in grades 7-8</li> <li>• Aide to teach grammar and provide additional support to students</li> </ul>	<p>All of the planned interventions were completed.</p> <p>Tutorials are held before and after school four days per week in all grades.</p> <p>An additional first grade aide and teacher were hired, and class size in first grade was reduced from 26 to 20.</p> <p>We renewed the licenses for Learn 360, Reading A_Z, Brain Pop, RAZ Kids, and It's Learning software to supplement classroom instruction. In addition, we purchased new licenses for ESGI – online learning.</p> <p>Math lab is offered to grades 7 and 8.</p> <p>Additional math aid was hired to assist low performing students in grades 7-8</p> <p>We have an aide to teach grammar and provide additional support.</p> <p>Student performance in the low-income subgroup was evaluated, and these</p>	<p>Interventions: \$563,010 Technology:\$ 196,001</p>	<p>Interventions: \$903,041 Technology: \$177,536</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- 6<sup>th</sup> grade math differentiation allows low performing students to work at an appropriate math level

Low Income Students

Student performance in the low-income subgroup will be analyzed, and interventions will be provided utilizing the interventions listed above or others as needed.

Technology

The school will maintain, expand, and support its technology network as needed in order to improve student achievement and facilitate Smarter Balanced assessments. Anticipated purchases and activities include:

- Identify achievement gaps using Synergy, Illuminate etc.
- Facilitate Smarter Balanced testing
- Engage students and parents in achievement through the Synergy Parent Portal, newsletters, surveys, etc.
- Maintain and expand online curricular content deliveries

students were provided all of the interventions listed above. Individualized interventions were implemented as needed. A counselor was hired for the Flex Academy. This expense was not originally anticipated or budgeted for.

Low Income Students

Utilizing Illuminate, test results, grades, and other relevant performance measures, student performance in the Low Income subgroup was reviewed. In all cases, these students received the interventions

Technology

The school maintained and expanded its technology network to facilitate student achievement and assessment.

The use of Synergy (student information system) and Illuminate (an online learning management system) are ongoing in the school's mission to identify and correct achievement gaps.

Smarter Balanced testing was completed.

Parents and students were engaged in achievement through the Synergy Parent Portal, which allowed the communication of assessments and grades in real time.

Planned  
Actions/Services

- Provide wiring and cabling to support new or existing technology.
- Purchase new or additional computers and equipment as needed.
- Renew Firewall to support online curriculum and Smarter Balanced Testing
- Renew Library book management software to support use of textbooks in the classroom
- Renew antivirus licensing to provide secure access to digital resources.
- Update classroom audio visual equipment.

Actual  
Actions/Services

Online curricular content was available to assist in the learning process and mastery of content.

Headphones, mice, and support were purchased to support Smarter Balanced testing.

Audio Visual, network cables and mounting equipment were purchased to support classrooms.

20 classroom speakers were purchased to improve classroom audio.

Power cables and backup batteries were purchased to provide continuous internet services for classrooms.

90 Chromebooks and 3 laptop carts were purchased for classrooms.

2 Apple Macbook Airs were purchased for teachers.

Renewed Firewall to support online curriculum and Smarter Balanced Testing

Renewed Library book management software to support use of textbooks in the classroom

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Renewed antivirus licensing to provide secure access to digital resources.

## 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 actions and services were implemented to achieve the goal of improving pupil learning. Interventions were in place and needed technology was purchased and installed.

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

The interventions and technology expansion and maintenance were generally effective in meeting the goal to improve pupil learning. ELA scores for grades 3-8 were in the Green (high) category for All Students, with an increase of 0.8 points. Math scores were also in the Green category for All Students, with an increase of 7.5 points.

The Socioeconomically Disadvantaged group, which comprises 46% of the school's population, had an Orange level in ELA, with a decline of 1.4 points. This represents a slower decline than the previous year. This is a two-level disparity between the total school population and the Socioeconomically Disadvantaged population.

The Socioeconomically Disadvantaged group, which comprises 46% of the school's population, had a Yellow level in mathematics, with a slight increase of 0.5 points. This is a one-level disparity between the total school population and the Socioeconomically Disadvantaged population.

Despite disparities in the low income group, we believe that general and targeted interventions are the key to improving student achievement for all students and all subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent approximately \$340,000 more in intervention services than originally budgeted. The majority of the increases were for personnel expenditures. A counselor was hired for the Heritage Flex program and there were increased costs associated with salaries of other employees in this area, as well as increased costs for instructional resources, adding \$156,000 to the actual expenses. At the junior high, additional staff were hired to assist in the math lab, increasing actuals by \$142,000. Time allotted for after-school tutorials also increased by approximately \$11,000.

The school spent approximately \$18,500 less for technology support and expansion than originally budgeted. The actual equipment purchases came in at \$44,500, rather than \$57,000, due to a refinement in the list of equipment needed. There were some minor adjustments in personnel hours and salaries.

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.

There were no changes 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 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6, 7, 8]

Local Priorities:

## Annual Measureable Outcomes

Expected	Actual
All students will have sufficient access to standards aligned books and materials in all subjects.	All students have sufficient access to standards aligned texts and materials.
Professional development activities will support the implementation of standards.	Teachers had access to and participated in professional development activities that focused on standards implementation.

## 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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Textbooks and materials will be purchased as needed to fully implement state standards.</p>	<p>The implementation of state standards was supported by the purchase of textbooks and materials as needed including, but not limited to:</p> <p>Flex Program Curricula for Grades K-8:</p> <ul style="list-style-type: none"> <li>• Saxon Math</li> <li>• Easy Grammar Plus</li> <li>• Great Books curriculum</li> <li>• Latin</li> <li>• History</li> <li>• Logic/Rhetoric</li> <li>• Classical Art and Music Appreciation</li> <li>• Elemental Science Biology</li> <li>• Literature</li> <li>• Additional instructional materials</li> </ul> <p>Traditional Classroom Program:</p> <ul style="list-style-type: none"> <li>• Purchased updated math curriculum for grades K-6</li> <li>• Purchased Great Books novels for grade 6</li> <li>• Purchased novels for all grades</li> <li>• Purchased additional Saxon Math books for grades 7&amp;8</li> </ul>	<p>Textbooks and materials: \$23,026</p> <p>Standards aligned professional development: \$16,000</p>	<p>Textbooks and materials: \$116,943</p> <p>Standards aligned professional development: \$23,477</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Professional development activities will assist teachers in implementing standards.

Anticipated Professional Development activities:

- Kagan training on Cooperative Learning
- Minimum days for professional development activities
- Conferences and other off-campus opportunities
- 4, 5,6 grade teachers received 5 training sessions to improve math instruction and provide consistency with the math department

Professional Development

Flex Program staff members participated in numerous trainings that assisted teachers in standards implementation including, but not limited to:

- Memoria
- Institute for Excellence in Writing
- Classical Learning
- Latin

San Luis Obispo Classical Academy lead a professional development day on classical education best practices. The principal also attended conferences relating to independent study and charter school administration.

Traditional Program staff members attended the following professional development trainings which assisted in standards implementation including:

- Four teachers attended the Learning Headquarters Writing Training.
- Ten teachers and an administrator attended the Kagan Cooperative

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Learning two-day and five-day trainings.</p> <p>Teachers needing to clear their credentials through an Induction/BTSA program were able to enroll in an on-site program through a cooperative effort between the school and the San Diego County Office of Education. Previously, teachers had to go offsite to attend these programs.</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.

Textbooks were purchased and teachers participated in staff trainings and the Induction/BTSA program.

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

The actions/services were effective since they provided texts and materials for students to be instructed in standards. In addition, the professional development provided allowed teachers to improve their ability to impart standards in the classroom and keep up to date on changes in standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures for Professional Development were \$16,000; actual estimated expenditures were \$23,477. The difference is due to the fact that more teachers participated in professional development activities.

Textbook expenses were higher at the elementary school and junior high than budgeted, and much higher for the Flex program, accounting for an increase of \$93,900 over budgeted amounts. New books were purchased at all grade levels.

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.

No changes were made to this goal.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

After the initial draft of the LCAP was prepared, it was circulated among teachers, administrators, board members, parents, and pupils for their input. Changes were made to the LCAP as feedback was received. All parents were contacted via email to seek their input on the draft LCAP. In addition, parents were invited to provide input at open sessions of the ECHS Board of. The plan was approved by the Board on May 29, 2019.

## Impact on LCAP and Annual Update

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

Input from stakeholders helped the school determine goals for the upcoming school year.

# 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: Improve Pupil Learning

Student achievement will increase annually with a focus on mathematics.

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

### Identified Need:

State and local assessment results show a need to improve academic achievement, especially in mathematics.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard – Low income group math performance	Orange – declined 6.1 points from previous year	Yellow, but with a decrease of 7 points	Yellow , with an increase of 0.5 points	Yellow or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced – Grade 7 math (Digital Academy baselines used)	45% met standards	30% met standards	45.7% met or exceeded standards	48% or higher will meet standards
Smarter Balanced – Grade 8 math (Digital Academy baselines used)	43% met standards	40% met standards	38.1 % met or exceeded standards	43% or higher will meet standards

## 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):

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)

Low Income

LEA-wide

All Schools

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Interventions

Interventions offered to all students, including the Low Income group, is, we believe, the most effective and cost-effective way to improve pupil learning. Interventions planned for the 2017-18 school year include, but are not limited to:

Heritage Digital Academy:

- Daily tutorial
- Saturday School
- Math Lab 4-5 days per week
- Addition of Art teacher replaces PE to improve student engagement
- Addition of Tech Room at East Valley Community Center open 3-5 daily offers additional support for students

Flex Program:

- Tutorials for grades 4-8, 4 days per week
- FlexLab math support grades 7-8

2018-19 Actions/Services

Interventions

Heritage Junior High:

- Daily tutorial
- Saturday School
- Math Lab 4-5 days per week

Flex Program:

- Tutorials for grades 4-8, 4 days per week
- FlexLab math support grades 7-8
- Teaching manuals for parents to support students

Parent Education Series Workshops to facilitate student/parent/teacher engagement

Traditional Classroom Program:

- After school tutorial four days per week

2019-20 Actions/Services

Interventions

Heritage Junior High:

- Daily tutorial
- Saturday School
- Math Lab 4-5 days per week

Flex Program:

- Tutorials for grades 4-8, 4 days per week
- FlexLab math support grades 7-8
- Teaching manuals for parents to support students

Parent Education Series Workshops to facilitate student/parent/teacher engagement

Traditional Classroom Program:

- After school tutorial four days per week

### 2017-18 Actions/Services

- Additional aide hired in grades K, 1, 2 to support teachers and students
- Teaching manuals for parents to support students
- Parent Education Series Workshops to facilitate student/parent/teacher engagement

#### Traditional Classroom Program:

- After school tutorial four days per week
- Addition of new first grade teacher and aide to reduce class size from 26 to 20
- Continued funding of the Academic writing class, which is in addition to the regular English class
- Online interventions such a Reading A-Z, Brain Pop etc.
- Continued funding of intervention aides for grammar and low performing middle school students

In all three programs, time has been allocated for directors and assistant directors to provide direct or indirect intervention services, which includes analysis time of assessment results.

### 2018-19 Actions/Services

- Continued funding of the Academic writing class, which is in addition to the regular English class
- Online interventions such a Reading A-Z, Brain Pop etc.
- Continued funding of intervention aides for grammar and low performing middle school students

In all three programs, time has been allocated for directors and assistant directors to provide direct or indirect intervention services, which includes analysis time of assessment results.

Technology maintenance and expansion will continue.

### 2019-20 Actions/Services

- Continued funding of the Academic writing class, which is in addition to the regular English class
- Online interventions such a Reading A-Z, Brain Pop etc.
- Continued funding of intervention aides for grammar and low performing middle school students

In all three programs, time has been allocated for directors and assistant directors to provide direct or indirect intervention services, which includes analysis time of assessment results.

Technology maintenance and expansion will continue.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,183,841	\$759,011	\$1,102,146
Source	Supplemental and General Funds	Supplemental and General Funds	Supplemental and General Funds
Budget Reference	SACS codes: 1100, 2100, 5800, 1300, 4400	SACS codes: 1100, 2100, 5800, 1300, 4400	SACS codes: 1100, 2100, 5800, 1300, 4400

# 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 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 6, 7, 8

Local Priorities:

### Identified Need:

Textbooks and materials are needed to fully implement state standards.  
Professional development activities assist teachers in implementing standards.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Availability of standards-aligned textbooks and	All students have sufficient access to textbooks and materials	Purchases of textbooks/materials continue as needed.	Purchases of textbooks/materials continue as needed.	Purchases of textbooks/materials continue as needed.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
materials; purchases are made as needed as per purchase orders				
Staff members attending professional development activities/trainings as per director reports and invoices.	All staff members have access to professional development activities and trainings that assist in standards implementation.	All staff members have access to professional development activities and trainings that assist in standards implementation.	All staff members have access to professional development activities and trainings that assist in standards implementation.	All staff members have access to professional development activities and trainings that assist in standards implementation.

## 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):

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)

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

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

Textbooks and materials will be purchased as needed in order to implement state standards.

Professional development activities will assist teachers in implementing standards.

Anticipated Professional Development activities may include but are not limited to:

- Kagan training on Cooperative Learning
- Minimum days for professional development activities
- Conferences and other off-campus opportunities
- Induction program administration and activities

### 2018-19 Actions/Services

Textbooks and materials will be purchased as needed in order to implement state standards.

Professional development activities will assist teachers in implementing standards.

Anticipated Professional Development activities may include but are not limited to:

- Kagan training on Cooperative Learning
- Minimum days for professional development activities
- Conferences and other off-campus opportunities

Induction program administration and activities

### 2019-20 Actions/Services

Textbooks and materials will be purchased as needed in order to implement state standards.

Professional development activities will assist teachers in implementing standards.

Anticipated Professional Development activities may include but are not limited to:

- Kagan training on Cooperative Learning
- Minimum days for professional development activities
- Conferences and other off-campus opportunities

Induction program administration and activities

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$149,568	\$39,026	\$127,987
Source	Lottery Educator Effectiveness Funds	Lottery Educator Effectiveness Funds	Lottery

Year	2017-18	2018-19	2019-20
Budget Reference	SACS codes: 4100, 5800, 1100	SACS codes: 4100, 5800, 1100	SACS codes: 4100, 5800, 1100

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$835,608

7.49 %

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).

Heritage K-8 Charter School will receive an estimated \$835,608 in supplemental funding in 2019-20 generated by the school's low-income population, the only numerically significant unduplicated demographic. The school's unduplicated count is 46%. All amounts and percentages are based on the FCMAT calculator estimates.

The actions and services being funded – interventions, technology support, materials/textbook purchases, and professional development – will provide increased and improved services for our unduplicated population, as well as all students. A variety of interventions will assist students who need additional support in academic achievement. Technology support and expansion will ensure that our online programs as well as standardized testing are fully functional. The purchase of standards-aligned textbooks and materials as well as professional development activities will provide staff with the tools they need to support student achievement.

These strategies have been previously effective in meeting our goals.