Heartwood Charter School

Agenda for the special meeting of the Heartwood Charter School Board of Directors

Call in location: 225 Tamalpais Rd, Fairfax, CA 94930

Call in location: 55 Fire Rd, Woodacre, CA 94973

The meeting may be joined by phone: (US)+1 208-715-5289 PIN: 446 758 579#

Tuesday, July 13, 2021

9:30 AM   Public Session

Call to Order
I.   Roll Call
II.   Regular Meeting
    A.   Agenda Adjustments and Approval
III.   Action Items
    A.   The Board will consider the updated 2021-22 Local Control and Accountability Plan (LCAP) and the Annual Update and approve, defer or agree to study further.
    B.   The Board will consider the LCAP Federal Addendum and approve, defer or agree to study further.
IV.   Dates and Future Agenda Items

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartwood Charter School
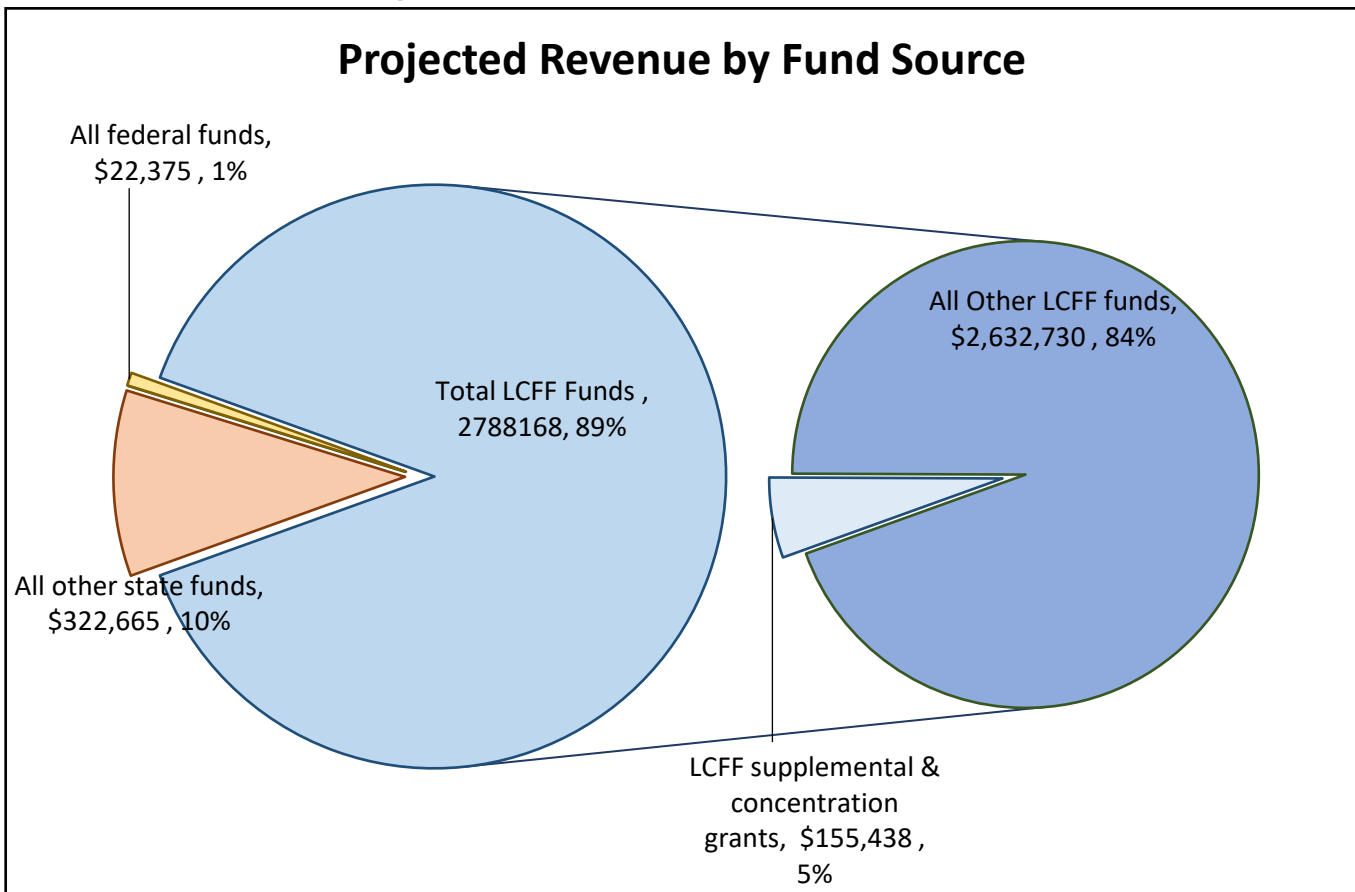
CDS Code: 49 70797 0139568

School Year: 2021 – 22

LEA contact information: Stephanie Felton-Priestner

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $22,375 , 1%

All Other LCFF funds, $2,632,730 , 84%

Total LCFF Funds , 2788168, 89%

All other state funds, $322,665 , 10%

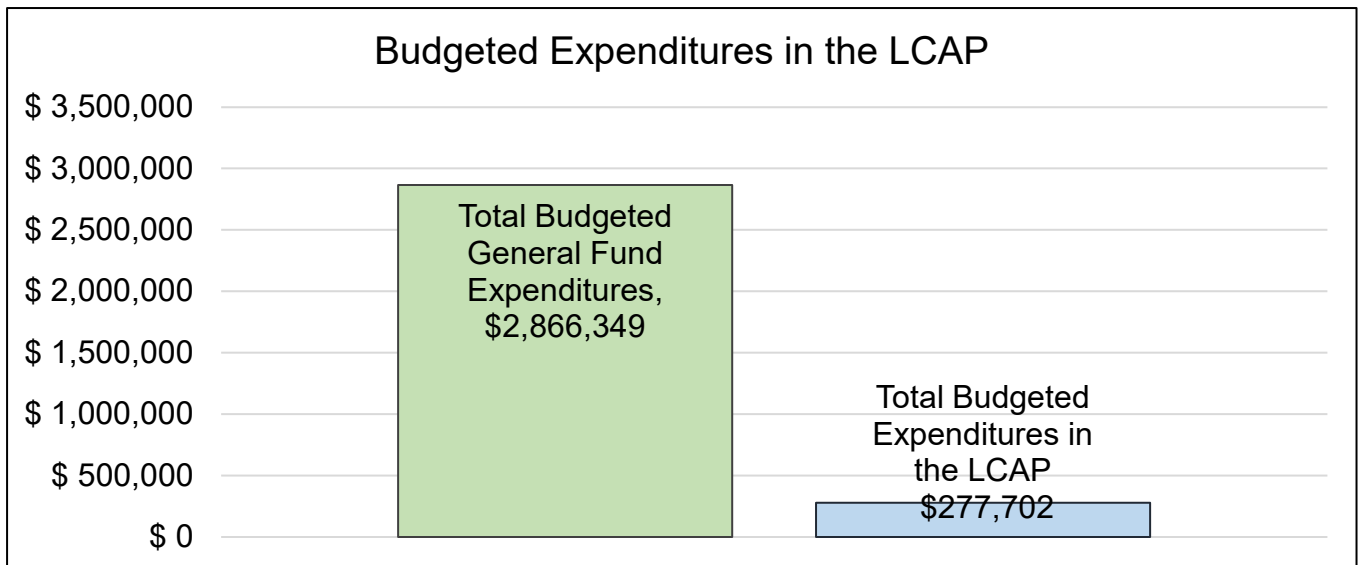LCFF supplemental & concentration grants, $155,438 , 5%

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

The total revenue projected for Heartwood Charter School is $3,133,208.00, of which $2,788,168.00 is Local Control Funding Formula (LCFF), $322,665.00 is other state funds, $0.00 is local funds, and $22,375.00 is federal funds. Of the $2,788,168.00 in LCFF Funds, $155,438.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $2,866,349
- Total Budgeted Expenditures in the LCAP $277,702

Y-axis scale: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000, $3,000,000, $3,500,000

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

Heartwood Charter School plans to spend $2,866,349.00 for the 2021 – 22 school year. Of that amount, $277,702.00 is tied to actions/services in the LCAP and $2,588,647.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
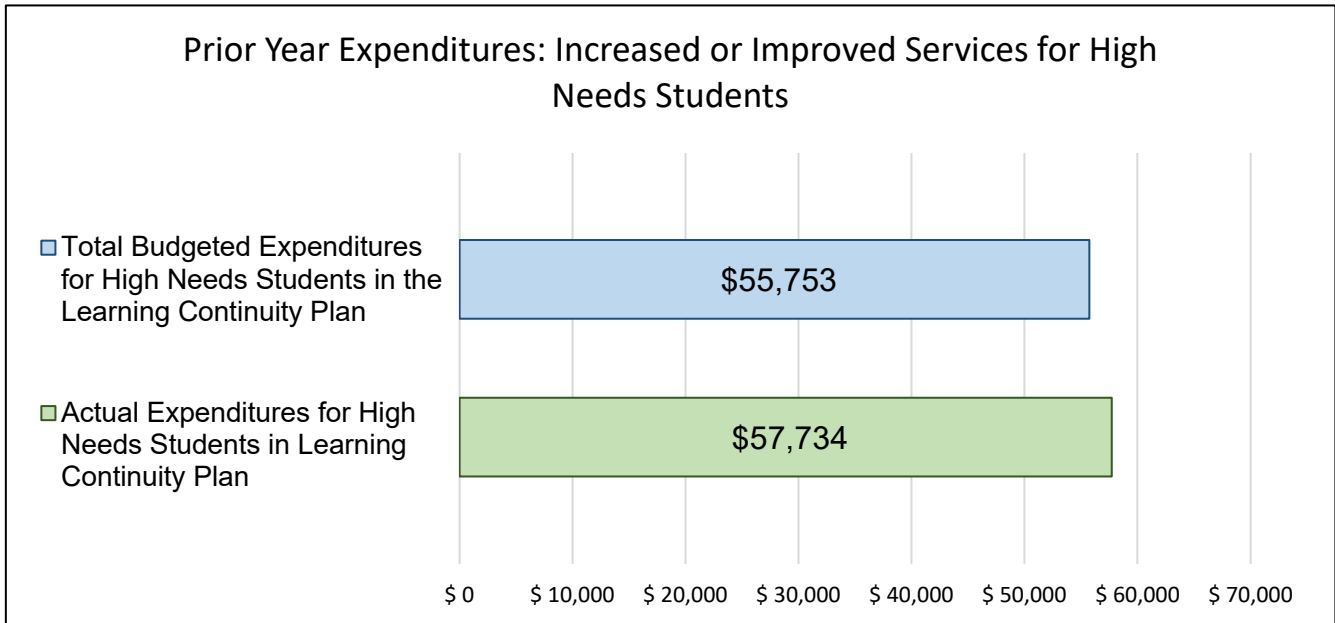
General Fund budget expenditures cover a broad spectrum of school costs, including a majority of faculty and staff salaries, books and supplies, Operating costs such as insurance, and Professional Services such as legal, accounting and audit. These are core expenditures and are not included in the Local

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

In 2021 – 22, Heartwood Charter School is projecting it will receive $155,438.00 based on the enrollment of foster youth, English learner, and low-income students. Heartwood Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heartwood Charter School plans to spend $177,006.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $55,753

■ Actual Expenditures for High Needs Students in Learning Continuity Plan — $57,734

$ 0 $ 10,000 $ 20,000 $ 30,000 $ 40,000 $ 50,000 $ 60,000 $ 70,000

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

In 2020 – 21, Heartwood Charter School's Learning Continuity Plan budgeted $55,753.00 for planned actions to increase or improve services for high needs students. Heartwood Charter School actually spent $57,734.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heartwood Charter School	Stephanie Felton-Priestner	stephanie@heartwoodcharterschool.org 415-488-9572

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

(This was Heartwood's first year and there is no update to report)

State and/or Local Priorities addressed by this goal:

State Priorities: N/A

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual

Actions / Services

	Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional cleaning, such as disinfecting wipes and sprays, PPE, small cohorts, little to no mixing of cohorts, cohorts assigned to designated areas to limit intermixing	$ 2,935	$ 8,100	N
Additional cleaning, such as disinfecting wipes and sprays, PPE, small cohorts, little to no mixing of cohorts, cohorts assigned to designated areas to limit intermixing	$ 665	$ 1,900	Y
Any additional supply costs (pencils, books, notebooks, etc.) for in person instruction	$ 1,200	$ 1,821	N
Any additional supply costs (pencils, books, notebooks, etc.) for in person instruction	$ 228	$ 869	Y
Administrator and staff planning to develop reopening plans	$18,700	$18,700	N
Administrator and staff planning to develop reopening plans	$ 9,350	$ 6,358	Y

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

Cleaning and PPE costs higher were higher than expected. Additional staffing to manage maintenance of distancing, drop off and pick up protocols, and screening procedures.

Analysis of In-Person Instructional Offerings

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

Though Heartwood is an independent study program, a significant amount of instruction is provided in person. Changing state and county requirements, as well as mixed parent receptiveness resulted in delayed or changed implementation of in-person instruction. Any in-person instruction or tutoring for the homeschool population was disallowed. In-person group instruction programs at our resource centers, though initially closed, were made a priority for reopening within the requirements our School Site Specific Protection Plan.

While in-person tutoring remained disallowed for homeschoolers, plans to reopen one of our resource centers continued. By November 2020, in-person instruction was being conducted (with some attending by video conference) with approximately 60% of our group instruction population. The other 40% elected to remain in distance learning by parent choice, and eventually joined in-person instruction in March 2021.

For both populations, the assessment and implementation of special education was challenging. Scarcity of trained resources and uncertainty around in-person protocols hindered progress. Reliance on virtual assessments and services was required to maintain educational plans, in some cases produced excellent results.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development hours by teachers to learn new platforms for instruction	$ 1,000	$ 0.00	N
Professional development hours by teachers to learn new platforms for instruction	$ 190	$ 0.00	Y
Technology, including computers, connectivity and software	$ 4,000	$ 8,613	N
Technology, including computers, connectivity and software	$ 2,000	$ 5,646	Y

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

> Small group instruction proceeded substantially as planned. Professional development was conducted via no-cost resources.

Analysis of the Distance Learning Program

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

> As an independent study program, many students adapted well to distance learning. However, the disallowance of all in-person instruction as well as the general backdrop of families under duress generally hindered student engagement. Pupil participation was generally good, though not as much as a typical year. The faculty adapted reasonably well to distance learning, and many stretched their roles in order to fill gaps in distance and in-person learning procedures.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Small group intervention and instruction by the teacher	$ 40,500	$ 26,040	N
Small group intervention and instruction by the teacher	$ 9,500	$ 17,960	Y
Enhanced faculty engagement and monitoring for disadvantaged population	$ 25,000	$ 25,000	Y

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

> Actions in this category generally proceeded according to our plans. Slightly more was expended on small group interventions for the disadvantaged population.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As the year progressed, we became more aware of learning deficiencies. The interventions that were performed were judged by faculty to be effective, but the lack of testing makes it difficult to quantify for this year. The learnings will be applied to earlier detection of deficiencies in future years.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Independent study and distance learning made monitoring mental health more challenging than during a more typical school year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engagement with families was significantly more challenging than usual, and much reduced from the prior year. There was some improvement late in the year and we plan to improve parent engagement strategies on coming years.

Analysis of School Nutrition

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

Families showed no interest in any school provided nutrition programs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

Overall Analysis

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

As an independent study program, much of our population responded relatively well to distance learning. However, pandemic-related restrictions both for in-person learning, as well as general stress within students' families hindered learning outcomes. For our group instruction program, distance and hybrid learning also hindered detection of learning deficiencies. These gaps became more apparent as the year progressed. We responded by strengthening intervention procedures and staffing but were limited by scarce resources.

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

Learning from our pandemic-limited learning experiences, Heartwood is placing a greater emphasis on early detection of learning gaps. Additional staff has been hired for 2021-22 school year and we will begin to form a schoolwide plan of detection and support across the spectrum of learning deficiencies.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Much of the program for maintaining learning continuity was implemented substantially in accordance with our plans. While our focus was on maintenance, many deficiencies were detected and our efforts in future years will focus more on improvement.

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

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

Since 2019-20 was our first year we have no test data to compare. The identification of learning gaps across our populations has led us to enhance staffing and initiate a program for the detection and remediation of deficiencies.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heartwood Charter School	Stephanie Felton-Priestner	stephanie@heartwoodcharterschool.org 415-488-9572

Plan Summary 2021-22

General Information

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

The mission of Heartwood Charter School is to provide a supportive independent study learning environment in which students may choose a number of paths inspired by the whole child approach of public Waldorf education, including home study options. Our focus is to ensure both the humanity and future potential of our students through an instructional model that respects their gradually developing capacities and embraces a full integration of body, heart and mind. We seek to provide students with an unshakable sense of their connection to and relationship with the natural world and with each other, and by extension, the community of humanity. Our goal is to graduate students who are proficient in all core subjects, well-prepared to pursue further academic and personal goals, and motivated to make positive, ethical and creative contributions to their world.

The community is comprised of families that are committed to fostering a unique learning environment for their children. Some families are seeking an alternative to what they would term traditional public education, while others are parents of children who, for a variety of reasons, have not thrived in a classroom setting and are looking for another way to find public support for the education of their child.

The school is comprised of two independent study learning streams. One stream is traditional homeschool independent study, with an enrollment of 105 students centered in Sonoma County. This stream is comprised of wide variety of learning strategies, all of which are supported by credentialed teachers who approve the curriculum and content. Another stream is a Waldorf-inspired program of group instruction

A vast majority of our families are passionate about community and excited to have found a local school that supports alternative education while continuing to support community education and development.

Reflections: Successes

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

During the pandemic months of March 2020 through May 2021, the school focused on maintaining contact with students in order to preserve educational continuity. Though an independent study school, the preclusion of in-person instruction nevertheless created disruptions in many instructional services,

such as in-person tutoring and other in-person curricula. Our extensive experience with independent learning allowed us to meet these challenges in creative ways, allowing us to keep students' learning plans relatively intact. At the same time, a reopening task force was created with the goal of welcoming all students back to our closed resource centers in the fall. The result was that one resource center began in person instruction in October, and by November over half of the center students were attending in person learning.

This larger component of in-person contact assisted in the identification of potential learning gaps. As these deficiencies were addressed, it in turn identified the need for greater resources to both identify and implement learning interventions. The result was earlier identification and servicing of learning deficiencies, as well as accelerated resource planning for the coming school year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Heartwood opened in September 2019, so that CAASP and other dashboard data was not available for the 2019-20 school year. Since the 2020 CAASP testing was cancelled amid the pandemic, Heartwood has no data available for the 2020-21 school year. CAASP testing was carried out at the end of the 2020-21 school year, so that data will be available for next year's LCAP.

However, parent and faculty feedback identified a need for increased efforts to discover and address learning gaps. The school's own work with the students similarly showed a greater need for resources for servicing learning gaps and disabilities.

LCAP Highlights

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

In response to observed and identified needs, the school intends to take several actions to improve our resources and processes for identifying and responding to learning deficiencies and disabilities.

- Development of a formalized, schoolwide Multi-Tiered System of Support and Response to Intervention (RTI) process to achieve a higher level of care for learning gaps and disabilities.
- Training for faculty and staff on MTSS and learning gap recognition.
- Increasing resources for capturing classroom and teacher feedback, organizing assessments and assigning and managing mitigation actions.
- Adding dedicated specialists for both learning streams to oversee and monitor learning improvement action plans.
- Adding classroom assistants to create a greater level of care and support for learning difficulties, while allowing integrated learning.

- Increased teacher observation of students with needs, with prioritized small group instruction or tutoring.
- Technology: Chromebooks, software, hotspots

Comprehensive Support and Improvement

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

Schools Identified

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

Heartwood Charter has not been eligible for comprehensive support and improvement as defined by the State of California.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

A number of parent-oriented meetings and Q&A sessions were conducted throughout the year, including every other week in the second semester, which offered the opportunity to a wide **parent** and **student** population to offer feedback. Weekly meetings with **faculty** and **administration** reviewed the status of learning and the student body.

A summary of the feedback provided by specific stakeholder groups.

Parents and students related several common themes of learning shortcomings:

- Inconsistent student engagement with classes and assignments, whether in person or online
- Specific students' potential learning difficulties or gaps
- Inability of students to integrate within classes or group instruction settings, whether in person or online

Faculty and administration discussions centered around similar subjects

- Increased requests for formal learning disability or special education assessments
- Increasing difficulty for some students to integrate with classes or gaps in adapting to the distance learning components of their Master Agreements

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

The preponderance of feedback around learning gaps possibly extending into learning disabilities drove the school to develop a schoolwide MTSS program to identify and manage learning gaps. Difficulty in class integration led to a focus on social-emotional learning.

Goals and Actions

Goal

Goal #	Description
1	Create a highly trained and professional faculty and staff.

An explanation of why the LEA has developed this goal.

As a growing school, faculty and staff are comprised of various degrees of skill and experience. Some faculty are developing their credentials, and some may have gaps in their training backgrounds. A consistent and systematic program of training promises to create a team working together to sustain a strong curriculum and learning community.

State priorities 1 and 2

Measuring and Reporting Results

Metric	2021-22	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers with clear credentials	75%	80%	82%	87.5%	100%
Attendance at faculty meetings and mentoring sessions	90% attendance at weekly faculty or mentoring sessions	90% of teachers will attend a minimum of 30 hours of mentoring on annual basis	95% of teachers will attend a minimum of 30 hours of mentoring on annual basis	100% of teachers will attend a minimum of 30 hours of mentoring on annual basis	100% of teachers will attend a minimum of 30 hours of mentoring on annual basis
Completion of SpEd training, mandatory training, and other programmatic training	100% mandatory, 90% SPED, 60% programmatic	100% mandatory, 95% SPED, 85% programmatic	100% mandatory, 100% SPED, 90% programmatic	100% mandatory, 100% SPED, 95% programmatic	100% mandatory, 100% SPED, 100% programmatic

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training in MTSS and RTI	Train faculty and staff in principles and methods of MTSS and RTI, as well as developing school program.	$6,000	N
1	Training in MTSS and RTI	Train faculty and staff in principles and methods of MTSS and RTI, as well as developing school program.	$1,770	Y
2	Assign in-house mentor for all faculty.	Assignment of a mentor colleague will provide support for newer staff or for closing skill gaps.	$5,000	N
2	Assign in-house mentor for all faculty.	Assignment of a mentor colleague will provide support for newer staff or for closing skill gaps.	$1,475	Y
3	Participate in programmatic training	Participation in specific academic and skills training will enhance staff competency and improve learning outcomes.	$2,000	N
3	Participate in programmatic training	Participation in specific academic and skills training will enhance staff competency and improve learning outcomes.	$590	Y

Goal Analysis 2020-21

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

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

State budget decisions for the 2020-21 year significantly reduced funding to the point where professional development had to be eliminated from the budget. Planned trainings were reduced significantly and planned around free or low-cost sources, which severely limited quantity and specificity of training. Last year's Learning Continuity Plan contained goals more focused on delivering basic curriculum in a limiting environment and was not as focused on our core longer term goals.

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

Actual professional development expenditures actually exceeded the vastly reduced budget. Actual training completed included mandatory training, office technology skill development and teaching methods.

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

The specific training completed was chosen to further the development of a highly skilled staff. The restrictions on budget limited the choices of training types and available courses. Good progress was made on basic skills and enhancing teaching methods.

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

This year's changes from prior year goals include a greater emphasis on identifying and responding to learning difficulties. The development of a MTSS training program will result in earlier and more effective capture and salvaging of learning deficiencies.

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

Goals and Actions

Goal

Goal #	Description
2	Create a healthy, positive, and safe school environment for both students and families. State priorities 3, 5 and 6

An explanation of why the LEA has developed this goal.

To effectively educate the population we hope to serve, we need to pay active attention to student engagement, parent involvement and the overall school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	94% or greater	96% or greater	96% or greater	96% or greater	96% or greater
Suspensions	Suspension rate under 2.5%	Suspension rate under 2.5%	Suspension rate under 2.5%	Suspension rate under 2.5%	Suspension rate under 2.5%
Parent Conferences	90% attendance at parent conferences	90% or greater attendance at parent conferences	92% or greater attendance at parent conferences	97% or greater attendance at parent conferences	97% or greater attendance at parent conferences

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive behavior program to improve social, emotional and academic outcomes	Develop and integrate enrichment activities to address social and emotional aspects of academic process and integrate into a schoolwide process.	$12,000	[Y/N]
1	Positive behavior program to improve social, emotional and academic outcomes	Develop and integrate enrichment activities to address social and emotional aspects of academic process and integrate into a schoolwide process.	$4,000	[Y/N]

Action #	Title	Description	Total Funds	Contributing
2	Parent conference schedule	Create a school calendar that provides an extended window during which parent teacher conferences can take place in order to maximize parent participation.	$ 0.00	N/A

Goal Analysis 2020-21

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

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

State budget decisions for the 2020-21 year significantly reduced funding. School climate efforts returned to a remedial level, where our goals became salvaging the basic levels of school climate. No action was contemplated in the areas of school climate, but instead emphasized providing academic balance in a severely weakened learning environment. Many students had returned to limited in-person learning where allowable, which aided attendance. Social events and festivals were conducted via video conference. Parent conferences were attended via video conference, but were attended in-person, distanced and masked, when and where allowable.

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

No expenditures were budgeted for this goal for 2020-21.

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

The in-person learning, where allowable, was an improvement over distance learning. Similarly, in person conferences and events, where health rules could be accommodated were an improvement according to most feedback we received. Otherwise, we accept that school climate suffered under the health and budget constraints of 2020-21.

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

A greater emphasis on social and emotional development will be integrated into the program in subsequent years.

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

Goals and Actions

Goal

Goal #	Description
3	Develop targeted intervention based on multiple measures to address any observed gaps in student learning for all applicable student subgroups including unduplicated students and students with exceptional needs, whether that be English language learners, racial/ethnic groups, socioeconomically disadvantaged students, homeless or foster youth. State priorities 4, 7, 8.

An explanation of why the LEA has developed this goal.

Significant feedback from all stakeholder groups indicated a need for more observation to identify learning gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard	This first year will establish a baseline of test scores	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.	At least 70% of all students, including subgroups, at every grade level will score Proficient or above on the statewide CAASPP test.
Teacher observations of student progress	Students will demonstrate progress in at least one area of concern. Progress will be documented through multiple assessments.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.	At least 85% of all students, including subgroups, progress one grade/skill level each academic year in at least one area of concern, as evidenced assessments and student portfolios.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
New IEP Assessment requests for continuing students	4.4% of enrollment	4% of enrollment	2% of enrollment	1.5% of enrollment	<1% of enrollment

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop MTSS and RTI program	Enhance and formalize RTI activities into a systematic schoolwide process.	$21,000	N
1	Develop RTI program	Enhance and formalize RTI activities into a systematic schoolwide process.	$6,200	Y
2	Staff augmentation	Addition of instructional assistants to assist with identification of learning gaps and to support an inclusive learning environment	$14,000	N
2	Staff augmentation	Addition of instructional assistants to assist with identification of learning gaps and to support an inclusive learning environment	$4,130	Y
3	Increased observation	Increased teacher observation, review and oversight for special needs and disadvantaged students	$42,294	Y
4	Small group instruction	Small group instruction and tutoring for students for special needs and disadvantages students	$90,250	Y
5	Technology	Furnish Chromebooks, software and hotspots as needed for completion of academic activities	$8,000	N
5	Technology	Furnish Chromebooks, software and hotspots as needed for completion of academic activities	$4,000	Y

Goal Analysis 2020-21

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

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

The planned actions for 2020-21 were focused on adequately delivering educational content in a distance learning environment. Distance learning and disallowance of in-person instruction and tutoring likely suppressed opportunities to identify and address learning gaps.

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

Funds were budgeted for reopening, as well as additional cleaning and health measures for in-person learning environments. To accommodate distance learning, funds for technology, enhance faculty engagement and small group instruction were budgeted.

Actual expenditures were more weighted towards technology, small group instruction and enhanced faculty engagement.

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

Our overall goals were, again, put aside to accommodate a difficult learning environment. However, a great deal of progress was made in identifying the additional resources needed to successfully identify learning difficulties in the coming years.

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

Our experience this year with the discovery of many students with learning difficulties informed our actions to develop a schoolwide MTSS program as well as to augment staff to address special learning needs.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.52%	$155,438

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

Required Descriptions

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

For many of the above actions, the highest priority will be to focus on the needs of English learners and low-income students, who will also have priority for resources and scheduling.

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

We believe that for foster youth, English learners and low-income students who are experiencing learning difficulties, the actions described above could improve learning results by at least the Percentage to Increase or Improve Services.

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

    o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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

LEA name:

Heartwood Charter School

CDS code:

49707970139568

Link to the LCAP:
(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A; Title II, Part A; Title IV, Part A

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.

Heartwood Charter School (Heartwood) is a Homeschool and Independent study Waldorf inspired charter school located in Petaluma, CA and serving approximately 62 students in grades TK through 12 for the 2020-21 school year. Unfortunately, the passage of SB 98 put severe limits on the growth of our new Charter School. The major goals at Heartwood are: 1) to increase student achievement overall and for significant subgroups by providing high-quality instruction and interventions, and recruiting and retaining high quality teachers and staff; 2) to ensure student and parent engagement; and 3) to maintain safe, secure, and social emotionally healthy operations, facilities, and compliance for a healthy school community. The student population includes students who are socioeconomically disadvantaged (19.2%), English Learners (0%), and Foster Youth (0%). Heartwood makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged (SED) and/or English Learners (EL) and/or Foster Youth.

The major actions included in the LCAP for all students are: 1) to provide small group instruction and intervention by the teacher; 2) to provide professional development for teachers on technological platforms and effective teaching strategies within Waldorf/Whole Child education; and, 3) to provide mental health and social emotional supports for teachers, staff, and students.

The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners are to provide small group instruction and interventions to students by teachers; to increase virtual learning to students to provide more connectedness and engagement; and, to provide counseling and related services for students.

The decisions made about the use of supplemental federal funds are discussed at the school level through the Parent Council which consists of parents, teachers, staff, and an administrator. The Parent Council will meet at least four times per year to inform the process. The Parent Council discusses academic performance, supplemental services, and areas to make improvements with Title funds as part of the LCAP conversations at the meetings. The parents, students, teachers, and staff

also participate in an annual survey which provides feedback on the goals and services. The Steering Committee of teachers, mentors, and administrators guides the learning and interventions included in the LCAP, The teachers and staff discuss data as part of the school culture through planning lessons, re-teaching, and frequent targeted instruction. In addition, parents serve on the Board of Directors. The decisions consider the needs of Heartwood based on student achievement data to include CAASPP, ELPAC, NWEA MAP, curriculum based assessments, engagement, attendance, and student demographic data to include the significant subgroups of Latinx, White, Two or More Races, and SED students which is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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.

Mission: Heartwood Charter School is a local, teacher led, community created independent study public school. We are proud to offer strong curriculum programs that provide educational choice to our families.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's vision and mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Council will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the Parent Council will receive quarterly benchmark data (NWEA MAP, curriculum based assessments, engagement, attendance, and student demographic data) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff meet every other week to review the progress of the students in their class. Students are provided with interventions, but no less than every six weeks, the teachers will review the progress made by each individual student in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for an additional six weeks. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next six weeks. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Success Team, or if there is another intervention which would improve the student's skills. Each parent will receive updated progress information about the academic growth of their child every six weeks. The Executive Director will present the student achievement data quarterly for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The Parent Council, parents, teachers, and administrators provide input on the core program, then make decisions based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Parent Handbook, reviewing and approving the LCAP at Parent Council, Coffee Chats, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, with teachers in the Steering Committee, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled Board meeting.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the Parent Council and the Board of Directors. In addition, parents serve on the Board of Directors. Parents serve as executive officers on Parent Council and receive annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

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 *(as applicable)*

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.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

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:

Not Applicable for Charter Schools

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:

Heartwood Charter School (Heartwood) develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during parent meetings at the Parent Council, during Coffee with the Executive Director, Steering Committee meeting, and Parent Workshops. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with Parent Council. The Parent Engagement Policy is included in the Parent Handbook which is provided to every family and posted on the Charter School's website.

Heartwood provides parent workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, College Access Night and College

Financial Aid (FAFSA), and the Waldorf/Whole Child Educational Model. Heartwood provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with parents on identifying support systems in areas students are struggling, developing meaningful opportunities at the school for parents to include volunteering for events, chaperoning field trips, volunteering for fundraisers, and serving as parent leaders. Heartwood integrates parent involvement as leaders. The parents celebrate the presentations to witness their child sharing their academic hard work and achievement. Parents also serve on committees, lead community activities and initiatives throughout the year, and parents serve on the Heartwood Board of Directors. All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters, and reminders.

Heartwood will focus on student learning, individual goals for the students and investing in families to include translation services to parents who are English Learners. To parents and families with disabilities, Heartwood provides reasonable accommodations such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. Heartwood will make special accommodations for communicating with parents or families with accessibility needs or other special needs like conducting home visits. For parents of migrant students, the Executive Director will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The benefit of being a homeschool and independent study charter school is that the students can continue their learning wherever they are. The Executive Director will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs and developing an Individualized Learning Plan to support the student.

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:

Heartwood Charter School (Heartwood) is currently a Targeted Assistance School (TAS) as it waits for verifiable state and local data to analyze as part of the comprehensive needs' assessment. Heartwood only provides programs and services to the students who qualify for services from the eligible population. The eligible students who receive these services are the eligible students who are performing below the state standards and/or who are at risk of performing below the state standards. Heartwood identifies the eligible students for services through a variety of assessments and teacher recommendations. Heartwood uses a Universal Assessment for all students to determine which students are at risk of performing below the state standards or who are performing below the state

standards. In addition, Heartwood uses the results of the NWEA MAP assessments and teacher recommendations for intervention based on informal classroom assessments. The criteria to determine which eligible students qualify for services includes a score of Low or Low Average on the NWEA MAP, a score of under 60% on the Universal Assessment, or who are recommended by teacher for not making projected growth on interventions.

Heartwood is committed to providing services to eligible students that include including personalization, data-driven instruction, Multi-Tiered System of Supports (MTSS), and intervention (Response to Intervention – RtI). Heartwood's program provides virtual and hybrid instruction and differentiated instruction for the eligible students at their instructional level with the use of small group interventions and supplemental online tutoring systems. Eligible students also receive daily intervention. Differentiated instruction may include the eligible students working in small group instruction or one-on-one with a teacher or paraprofessional. These targeted services support academically low-achieving students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, CAASPP ELA and Math scores to Meet or Exceeds, and grade level standard mastery to Average or above. The importance of increasing these scores ensures that eligible students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and RtI differentiates instruction for eligible students who are at risk of not meeting state standards. The Charter School provides professional development to teachers to ensure high-quality, data-driven instruction. The exit criteria for eligible students includes scoring Average or above on the NWEA MAP, scoring 80% or above on the Universal Assessment, and meeting growth targets during intervention.

The Parent Council works diligently to review student achievement and make recommendations for services like online digital platforms, ensuring the Executive Director monitors the implementation of English, English Language Development, and Math curriculum scope and sequence, and differentiated instructional groups to provide small group instruction or individual instruction during interventions. The Parent Council supports family literacy activities and active parent involvement. The Parent Council completes an annual needs assessment reviewing the family and student survey results in the development of the annual LCAP and reviews the effectiveness of the prior year plan in order to determine which targeted services should continue, change, or be replaced.

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:

Heartwood follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. The Operations Coordinator serves as Heartwood's Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, vision, hearing, mental health, substance abuse services, counseling, housing services, and any other appropriate services. The Homeless Liaison will assist the parents to immediately enroll the student, and will obtain the required documents, such as school records,

Student Transitions
ESSA SECTIONS 1112(b)(8) 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) through coordination with institutions of higher education, employers, and other local partners; and

> (B) through 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:

Heartwood supports transitions from high school to college and career. The students attend field trips, host college informational meetings, college visits and participate in exhibitions, develop multiple knowledge domains, develop a child's active will and critical thinking. The goal is to have a smooth transition by empowering and recognizing that the parents are the child's first teacher. The Charter School recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child's transition from school to college and career will be smooth. The Charter School hosts Orientation, Parent Conferences, Parent Workshops, and multiple events like quarterly Parent Council meetings and monthly Coffee Chats with school leadership to support families. Additionally, Heartwood hosts College Access Night and College Financial Aid (FAFSA) meetings to assist families with applying and paying for college.

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:

Not Applicable

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:

Not Applicable

Formal Agreements
ESSA SECTION 1423(2)

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Not Applicable

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:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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:

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:

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:

Heartwood Charter School (Heartwood) provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of Latinx, White, Two or More Races, and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes. Heartwood teachers meet as a team to ensure a collaborative learning process for teachers to positively impact student learning throughout the Charter School. Many Heartwood teachers also serve on the Steering Committee. At Heartwood, special education teachers and general education teachers collaborate to focus on students with significant leaning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The Board of Directors, with input from all stakeholders, set the goals for the following year based on student achievement, behavior, and attendance data, then through a collaborative process, the teachers, parents, staff, administrators, and community then determine how to utilize Title II funds to dedicate resources for professional learning to accomplish the goals. This is evidenced by the LCAP. The Charter School utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

Heartwood has a system of support for teachers, principals, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they

learn to share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources, and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a Master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, serv on the Steering Committee , serve on the Parent Council or other committees, serve in an advisory capacity on school wide instructional decisions, attend conferences like California Charter School Association (CCSA) Conference, Next Generation Science Standards (NGSS) or other conferences of their choice decided by the SMART goals and approved by their supervisor, then returning to the school to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops, and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like CCSA and Charter School Development Center (CSDC).

The Charter School determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Most importantly, the Charter School uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

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:

Not Applicable for Charter Schools

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:

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level through the Parent Council which is a parent, teacher, staff, administrator organization that serves as the advisory body of the school to the Board of Directors. In addition, parents serve on the Board of Directors. Parent Council provides input on the school program, the activities supported by federal resources, and promotes school and community partnerships. The Parent Council discuss academic performance, provides input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall (October) and at the meeting in the spring (April). The Parent Council completes an annual needs assessment. The parents, staff, and teachers also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process weekly throughout the year, formally quarterly and during LCAP workshops. In the Spring of each school year, the stakeholders develop the professional learning calendar for the following school year. When the teachers and staff meet, they discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of Heartwood based on student achievement data to include CAASPP, ELPAC, NWEA MAP assessments, curriculum based assessments, attendance data, discipline referrals and student demographic data to include the significant subgroups significant subgroups of Latinx, White, Two or More Races, and SED students. Further, Heartwood reviews the activities specifically supported by Title II by reviewing the professional learning provided, a summary of the initial evaluations, a summary of the three month sustained evaluations and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting SMART goals and improved student learning. This student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The Charter School evaluates professional learning based on the student achievement data, student demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Council will review and approve the LCAP prior to submission to the Board of Directors. During quarterly meetings, the Parent Council will receive quarterly benchmark data (NWEA MAP assessments, curriculum-based assessments, attendance data, and discipline referrals) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The Parent Council also reviews the professional learning data. The Executive Director presents student achievement data, student demographic data, and professional learning data quarterly for all students and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The Parent Council, teachers, staff, and parents provide input on the core program, then make decisions based on needs of the school based on student achievement data, student demographic data and professional learning data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Parent Handbook, reviewing and approving the LCAP goals, actions and services at Parent Council, discussing the LCAP goals no less than monthly with teachers and staff as they begin to review student achievement data, student demographic data and professional learning data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at a regularly scheduled Board meeting, and listing it in the State of the School Report.

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:

Not Applicable

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:

Not Applicable

Title III Programs and Activities
ESSA SECTION 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:

Not Applicable

English Proficiency and Academic Achievement
ESSA SECTION 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:

(A) 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

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

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:

Heartwood Charter School (Heartwood) will use Title IV funds to support access to arts and music education as a strong component to the Waldorf/Whole Child education. Heartwood supports electives and Homeschool vendors to promote the art and music instruction. Heartwood offers broad access to course to ensure that all students receive a well-rounded education. Heartwood ensures that all students receive college and career counseling each year, starting in grade 8 and encourages all students, especially the significant subgroups of Latinx, White, and SED students, to take STEM and AP courses. Heartwood provides these students with support to be successful in these classes through small group intervention and tutoring.

Heartwood is committed to ensuring all students are safe and healthy. The Title IV funds will be used to promote a supportive and nurturing school climate by providing counseling and mental health services for students. Heartwood is committed to reducing the use of exclusionary discipline and promote supportive school discipline through Positive Behavior Intervention and Supports (PBIS) by

following the tenets of Public Waldorf Education which recognizes the needs of a child and the developmental stages of growth. The Waldorf approach (PBIS) has been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. The long-term benefits of this support and the inclusion of this approach includes drop-out prevention, bullying and harassment prevention, drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

Heartwood will use Title IV funds to support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. The professional development is focused on engaging students through the meaningful use of technology to improve achievement. Professional development will support teachers, school leaders and administrators to effectively use the core curriculum and to provide supplemental learning programs. The benefit of using technology like this supports each student at their own level. The professional development will focus on how to ensure the core curriculum is differentiated in a way that support the students' interests, allows them to interact with the platform individually at their own level and provides digital texts that can define words, allow students to take notes or refer to the text.

Heartwood will periodically review the effectiveness of the activities in this section of the Federal Addendum in consultation with parent leaders during Parent Council meetings, Town Hall meetings with school leadership, Coffee Chats, teachers during Steering Committee, professional development sessions and at the administrative level reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan in order to determine which services should continue, change, or be replaced.